

**STATE PERSPECTIVE PLAN
FOR
TEACHER EDUCATION
TRIPURA**

VOLUME – II

- 1. CTE, WEST TRIPURA**
- 2. DIETs (WEST & SOUTH TRIPURA)**

PROJECT PROPOSAL - 3

ON

**COLLEGE OF TEACHER
EDUCATION**

FOR

WEST TRIPURA DISTRICT

INDEX WEST TRIPURA

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ANNEXURE VI

**SURVEY OF EXISTING SECONDARY TEACHER EDUCATION
INSTITUTION (STEIs)**

(Parts A-G to be got filled by each Institution)

The present Proposal is for establishment of a New College in the State under the ownership of the State Government. There is only one Secondary Teacher Education Institution in the State. The number of untrained teachers serving in the school system is increasing day by day. It is not within the means of the Government to spend a huge fund to establish a good college of Secondary Teacher Education. As such, the Central Government has been approached for helping the State in the matter.

In light of the above, the necessary data and statistics are not available to fill in this Part of the Guidelines. This Part seems to be meant for up-gradation of an existing College.

ANNEXURE VII

STATE LEVEL PROFORMA FOR PERSPECTIVE PLANING SECONDARY SCHOOL TEACHER EDUCATION

PART - 1: BASIC INFORMATION

H. Basic Statistics

A.1 Name of the State:		TRIPURA
A.2 Population (1991 census) (I) Total		31,91,168
	(II) Percentage of (a) SC	16.36
	(b) ST	30.95
A.3 Number of Districts		04
A.4 Number of Blocks		40
A.5 Literacy rate (1991)	Male	81.47
	Female	65.41
	Overall	73.66

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A.6 NUMBER OF SECONDARY SCHOOLS AND ELEMENTARY AND SECONDARY
TEACHER EDUCATION INSTITUTIONS IN THE STATE IN 1997-98

Type of Institution	Number of Institutions managed by				Total Govt. + Non-Govt.	No. of institutions exclusively for girls out of those in Col. 6	Annual intake capacity of Pre-service Trainees (in case of ETEIs and STEIs only)
	Govt.	Non-Government		Total Non-Govt.			
		Aided	Un-aided				
1 -	2	3	4	5	6	7	8
1. Secondary Schools:							
a. Having only classes IX and X	370	11	3	14	384	19	
b. Having only classes XI and XII	175	24	0	24	202	20	
Total Secondary Schools	548	35	3	38	586	39	
2. Elementary Teacher Education Institution	2	Nil	Nil	Nil	2	1	283
2.A Against which total no. of proposed DIETs	-	-	-	-	-	-	-
3. Secondary Teacher Education Institutions	1	Nil	Nil	Nil	1	-	150
Total (2 + 3)	3				3		433

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A. 7 ENROLMENT TREND

	1997-98	1999-2000	2005-2006
j. Enrolment in Secondary School			
vii) Classes IX-X	68,374	73,930	238042
viii) Classes XI-XII	25,808	24,819	28468
ix) Classes IX – XII (i + ii)	94182	98749	266510
k. Enrolment in Teacher Education Institutions			
vii) ETEs	250	250	300
viii) STEs	150	230	150
ix) Total (i + ii)	400	350	450

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A. 8 NUMBER OF TEACHERS AS ON 30.09.97(1997-98)

Types of Institution	Number of Teachers/Instructors				Total (Govt. +Non- Govt)
	Govt. Institution s	Non-Govt. Institutions		Total Non-Govt	
		Aided	Un-aided		
1	2	3	4	5	6
a. Secondary Schools	16,995	832	66	898	17893
l. Elementary Teacher Education Institutions	8	Nil	Nil	Nil	8
m. Secondary Teacher Education Institutions	16	Nil	Nil	Nil	16

A. 9 TEACHER/PUPIL RATIO (1997-98)

a. Secondary Schools	17.58
b. ETEIs	35.37
c. STEIs	9.38

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A. 10 STATE-WISE NUMBER OF TEACHERS IN SECONDARY SCHOOLS AS ON 1.4.2000

Group	Subjects	Number of Teachers				Total of		Remarks
		Govt. Schools	Non-Govt. Aided	Unaided	Total	(3+4)	(3+6)	
1	2	3	4	5	6	7	8	9
Mathematics and Science	11. Mathematics	79	30	6	36	109	115	
	12. Physics	61	25	5	30	86	91	
	13. Chemistry	56	20	4	24	76	80	
	14. Biology	92	31	7	38	123	130	
	15. Number of Non-Postgraduate Science Teachers	3505	197	42	239	702	3744	
	TOTAL	3793	303	64	367	996	4160	
Arts (A) Languages	1. Sanskrit	75	15	0	15	90	90	
	2. English	366	30	7	37	396	403	
	11. Bengali	1241	60	14	74	301	1315	
	TOTAL	1682	105	21	126	787	1808	
(B) Humanities & Social Science	15. History	825	35	7	42	930	937	
	16. Geography	Nil	Nil	Nil	Nil	Nil	Nil	
	17. Logic/Philosophy	76	4	Nil	4	80	80	
	18. Economics	635	30	8	38	655	673	
	19. Civics/ Political Sc.	932	40	6	46	972	978	
	20. Sociology	10	Nil	Nil	Nil	10	10	
	21. Psychology/ Edu.	20	Nil	Nil	Nil	20	20	
	TOTAL	2568	109	21	170	2737	2698	
(C)	No. of non-PG Arts Teachers	6370	360	30	390	6760	6760	
3	Commerce	1876	30	1	31	1906	1907	
4	Home Science	70	15			85	85	
5	Fine Arts	450	50			500	500	
6	Vocational Subjects	230				230	230	
7	Work Experience	60	3		3	63	63	

3. Total of all teachers except Science Teachers (2 to 8)

13164

4. Grand Total of all teachers (1 + 8)

17334

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A. 11 LIKELY NUMBER OF ELEMENTARY TEACHER EDUCATION INSTITUTIONS ON 1.4.2004 IN THE LIGHT OF PLAN REGARDING DIETs AND PHASING OUT OF SUB-STANDARD ETEIs

Description	Number of Institutions	Number of academic posts (i.e. Elementary Teacher Educators who would require in-service training)
1	2	3
1. DIETs	6	40
2. Other ETEIs which will be allowed to continue		
3. Total	6	40

B. System of Secondary Teacher Education in the State

B.1 What is the administrative and supervisory set up for Secondary Teacher Education at:

a. Secretariat/Directorate Level Secretary Education at the Secretariat and Director of Higher Education at the Directorate level. The only STEI in the State is the establishment of the State Government. Its financial and administrative control and supervision are looked after by the State Government. The Rules and Regulations of the State Civil Services are applicable to all members of the staff of the Institution. For all non-Gazetted employees the Director of Higher Education is the appointing authority and for all Gazetted employees the Secretary Education is the appointing authority.

b. SIE/SCERT Level The process for better co-ordination between the STEI and the local SCERT has not been yet evolved. The STEI is under the Directorate of Higher Education and the SCERT is under the Directorate of School Education. Sometimes, the SCERT communicates with the STEI in connection with certain information required by the NCTE and MHRD.

c. University Level The only STEI (College of Teacher Education, Agartala) is affiliated to Tripura University. It controls the academic work of the College. The syllabus is also framed by the University. The administration, supervision and control of all types of Examinations for the B. Ed. course are done by the University.

d. Regional/Divisional Level From the point of view of the administration and supervision the existing College of Teacher Education,

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Agartala does not have any connection except that students from all Regions and Divisions are enrolled in the College.

e. District Level

There is no administrative and supervisory relation with the District authorities except that of safety, security and other related problems. Of course, the Treasury Office of the District Administration plays an important role in financial management of the college because being a Government institution, all funds are drawn after the bills are passed by the Treasury Officer.

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B.2 Please give the following information regarding the Pre-service training course of the Secondary Teacher Education Institution in the State:

- | | |
|---|--|
| a. Name of the Course | B. 1. |
| b. Duration of Course | One Year |
| c. Minimum Prescribed qualification for admission | Graduation in Arts, Science and Commerce |
| d. Mode of selection of candidates for admission | (a) Reputation from among the senior untrained teachers serving in the school system

(b) On the basis of merit for those who are admitted from among the fresh candidates |
| e. Are the course content and design broadly in accordance with NCTE guidelines | Yes: After thorough inspection and verification the NCTE has accorded recognition to the Institution. |

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B.3 What are the system of fixing intake of Pre-service training in Govt. STEIs.?

After the NCTE came to the National scene for controlling, guiding and supervising the Teacher Education at all levels, no Government has any control over the intake of a College of Teacher Education. It is fixed by the NCTE @ 1 : 10 teacher/pupil ratio.

B. 4 What is the system of pupil evaluation in the Pre-service Training Course ?

The affiliating University determines the system of evaluation. In the Theoretical part the external examination is held. For the Teaching Practical part also the University appoints one External and one Internal Examiner. The Internal Examiner happens to be the Head of the Institution or a senior member of the Faculty. The Laboratory Practical examinations are also evaluated by one External and one Internal examiner.

B. 5 What is the system of recruitment (qualification and selection procedure), training, posting and cadre management of Teachers in Govt. STEIs

After the emergence of the NCTE the qualifications are fixed and revised by the Govt. as per requirements of the NCTE guidelines. Recently, the State Government has modified the qualification for the post of Teachers in the College of Teacher Education, Agartala and made M. Ed. as essential qualification. Earlier, it was only B. Ed. All teaching posts in the STEI are Gazetted. As such, the selection has to be made by the Tripura Public service Commission. The posting is done as per prevailing Government Rules and practices. The cadre management is no problem. It is done as per Civil Services Rules of the Government of Tripura. Regarding further and advanced training in the professional areas of the Teachers of the STEI the Govt. do not do anything. However, if the Teacher concerned gets any opportunity, the Govt. permits them to go on as per established Govt. Rules.

B.6 Are Lecturers, Readers, Professors and Principals in STEIs comparable with their counterparts in 'General' colleges, in terms of qualifications and Pay scales, and are these in turn, as per UGC norms (Please give detail) ?

Since the very beginning of the establishment of the first STEI in 1964, the status of Faculty members and the Principal of the STEI had been at par with those of the Faculty members and principals of the "General" colleges. In the meantime, there had been three revisions of the pay of the University and College Teachers in the country. In all the revisions the Faculty members and the Principal of the STEI have got all the benefits that Faculty members and the principals of the "General" colleges had got. In this State the pay structures as recommended and revised by the UGC, from time to time, are duly implemented. In conclusion, it may be said with affirmation that the STEI and the "General" colleges are at par in all respects.

B. 7 What is the system of granting recognition and financial aids to, supervision of and fixing in-take of Pre-service trainees for non-Government STEIs ?

As this State does not have any non-Government STEI, the question does not arise about the system specified above.

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Has the State Council of Teacher Education been established?

No, it has not yet been established.

What are the existing arrangement for in-service training of the Secondary Teachers?

Give a note on the duration and contents of the Course, methods of selection of teachers, and agency and system of conducting these programmes at State, Districts and Lower Levels. Also indicate rates of TA/DA paid to the participants in these courses.

Recently, the College of Teacher Education, Agartala – upgraded and strengthened with 100% financial assistance of the MHRD under Restructuring and Strengthening Teacher Education in the Country, (now IASE) - has been provided with a recurring grant of Rs. 5.00 Lacs for In-service and Extension Programmes. The first lot of funds from the MHRD had been received only in the month of January. Within this period, the College has organized 8 programmes in 8 subject areas – English, Bengali, Mathematics, Physical Sciences, Biological Sciences, Geography, Economics and History. All the Programmes were for duration of 10 days'. The Principal of the College Sri M. P. Singh had been the Chairman/Director and Dr. R. Mukherjee, Reader, the Co-ordinator of the Programmes. The Resource Persons had been selected from a wide range of the professional and academic fields. The Content and the theme of the Course had been the "Taxonomy of Behavioural Objectives and Preparation of Objective Type Test Items". To pinpoint the area of work, the Syllabus of the Tripura Board of Secondary Education had been kept at the focus of attention. To be more precise and to be of practical utility, the syllabus of Class IX and X had been selected for the purpose of the theme. The selection of the teachers for the Course had been based on the wide and open advertisement in four local Dailies of the State. The Secretary education and the Director of School Education, Government of Tripura, had been very enthusiastic about the Programme and they had issued a general circular to the effect that the teachers selected by the College of Teacher education, Agartala, the organiser, shall be treated on duty for the period of the Workshop. The applications had been scrutinized by the Organisers. And, thus, the selection of the participants had been made. The TA/DA

paid to the participants had been as per prevalent Rules prescribed by the State Government, from time to time. As it had been the maiden efforts by the College of Teacher education, Agartala, in arranging such programmes, the main theatre had been the Capital Town of Agartala. Of course, the participants had been from all parts of the state. In future, the

College has proposed to organise such programmes at the District headquarters.

B. 10 When was 10+2 system introduced in the State? What is the progress of introduction of Vocational Course in the +2 stage, in the State?

The system of 10 + 2 had been introduced in the State in the year 1977. The efforts to introduce the Vocational Subject in the + 2 stage has been made and still being made, in the right earnest. But the market forces and the social forces based on the open economy and globalisation of social values seem to be coming in the way of making the Vocational Courses function in the way they ought to have been. In spite of efforts, these courses do not seem to bear fruits as had been originally conceived of. However, the right efforts have to be persisted with.

System of Training of Elementary and secondary Teacher

Educators:

**C. 1 What are the organisational arrangements for Pre-service and In-service training of Elementary and secondary Teacher Educators in the State?
(Please give detail)**

There is no such facility for pre-service and in-service training of elementary and secondary teacher educators in the state at the moment.

C.2 Kindly give a note on the course contents, duration and agency responsible for conducting Pre-service and In-service training programmes for Elementary and Secondary Teacher Educators in the State.

There is no such agency, at the moment. Such agency may be evolved in future with proper guidance of the MHRD, NCTE, NCERT and other relevant agencies. It may be possible once the existing CTE is upgraded into IASE.

D. System of Training of Head of Secondary School ETEIs and STEIs.

What are the arrangements for In-service training of Head of Secondary Schools, ETEIs and STEIs and concerned field officers of the Education Department

At present, there is no such arrangement. It may be developed in future with proper help and guidance of the Central Agencies like, NCTE, MHRD, UGC, NCERT, ICF, All etc.

Educational Technology

Production/Replication Facilities

Please give detail of the following facilities obtaining in the State, if any, for production/replication of the following kinds of Educational Aids:

- a) Slides
- b) Audio Programmes
- c) TV Programmes
- d) Video Replication of TV/ Original programmes
- e) Films

No such arrangements exist. May be developed in future with proper guidance and financial assistance from the appropriate agencies.

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E.2 Instructional Facilities

Facilities	Number possessing the facilities			Number proposed to be provided facilities by 2004-2005	Remarks		
	Sec. Schools	ETEs	STEs			Sec. Schools	ETEs
1	2	3	4	5	6	7	8
1. Radio	581	2	1	650	4	3	
2. T. V.	50	2	1	200	6	3	
3. Other Audio-visual equipment	102	2	1	500	6	3	
4. Language Lab.	Nil	Nil	1	10	6	3	
12. Instructional Computers Facilities	200	Nil	1	600	6	3	

E.3 Educational Broadcasting/Telecasting : Please give a brief note regarding present and proposed arrangements for coverage of educational (radio) broadcast and telecast in the State for Secondary Schools.

The broadcasting and telecasting of Educational programmes are done by the local station of All India Radio and the Doordarshan for Secondary Schools of the State. It is a regular feature. In this broadcasting the experts are selected from among the experienced teachers of schools and colleges.

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E. 4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of educational technology.

So far the field of Educational Technology has not been fully taken care of by any agency of the State. As this field has been recently come to the fore, the attention is being paid now. At present the three institutions of Teacher Education (one Secondary and two Elementary) are busy in evolving different facets of Educational Technology. Recently, the College of Teacher Education, Agartala had arranged for Extension Programmes in many areas including Educational Technology in which the Guest Lecturers from NCERT and IGNOU from New Delhi had participated. Gradually, the Educational Technology is gaining ground in the State. But, the problem of funds is coming in the way of proper implementation of this segment of Teacher Education.

F. Pupil Evaluation System

What are the organisational arrangements and system for conducting pupil evaluation at X and XII classes of Secondary Education?

The Tripura Board of Secondary Education conducts annual examination for students of classes X and XII. There are a few schools, which are affiliated to Central Board of Secondary Education. These schools are Central Schools, Novodaya Vidyalayas, some schools run by some voluntary organisations and different Missionaries.

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State Budget for Teacher Education Programmes

Kindly give the following information from the budget of Education Department for

Secondary Teacher Education Programmes of the State:

Items	Actual Expenditure (Lacs Rs.)		Estimated Expenditure (Lacs Rs.)	
	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
Recurring				
Pay and Allowances	110.00	1.40	325.00	340.00
Pre-service Programmes	no separate	allocation for	this purpose	
In-service Programmes	5.00	5.00	5.00	5.00
Other				
Contingencies/Programmes /Activities	9.25	6.00	8.00	9.00
Grants to non-Govt. Institutions	Such	Institutions	do not exist	
TAL (a)	124.25	12.40	338.00	354.00
Non-recurring				
Construction		6.61	25.00	31.50
Equipment				
TAL (b)		6.61	25.00	31.50
Total (a + b)	124.25	19.01	363.00	385.50

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PART II

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE TRAINING REQUIREMENTS FOR SECONDARY TEACHERS OF TRIPURA

H. Estimation of Annual Requirement of Pre-service Training of Secondary School Teachers during 1999-2000 and 2000-2005

Subject Group	Secondary School Teachers on 1.4.1999			No. of Secondary School Teachers Created during last 4 years	Average no. of posts likely to be created annually during		No. of trained unemployed teachers on 1.4.1998
	Total No.	% of untrained teachers	No. of untrained teachers		1999-2000	2000-2005	
1	2	3	4	5	6	7	8
1. Math & Science	4160	64	2662	1500	500	3000	Nil
2. Arts	11267	64	7210	2900	900	7000	Nil
3. Commerce	1907	64	1220	209	50	1200	Nil
4. Home Science Others	85	50	43	20	05	50	Nil
	793	64	508	150	25	400	Nil
	17334		11643	4779	1480	1480	NIL

State Govt.' Plans for liquidating backlog of untrained teachers		Projections regarding employment of trained teachers		Estimated No. of Secondary School Teachers Posts on 1.4.2000
No. of years in which will be done	No. which will be trained annually	No. of years in which likely to happen	No. likely to get job annually	
9	10	11	12	13
10	1164	Not Applicable	All	29243

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No. of vacancies likely to arise due to attrition (death,retirement, resignation etc.)		Estimated requirement of Pre-service Training of Secondary Teachers		Present Annual In-take Capacity of STEIs			
1999-2000	2000 -2005	1999-2000	2000-2005	Govt.	Non-Govt Aided	Non-Govt un-aided	Total
14	15	16	17	18	19	20	21
700	4000	13123	15650	150	-	-	150

I. Plan For Matching Of The Annual Pre-Service Intake As Given In Table H, With The Estimated Annual Requirement of Pre-Service Training of Secondary Teachers during 2002-2007.

This Section is related to number of institutions to be closed down or allowed to continue without up-gradation or for up-gradation. In this State there is no such, situation. As stated earlier, there is only one IASE and no CTE in the State and that is within management and control of the Government of Tripura.

J. Estimation of In-service Training Requirements

J. 1 Based on the 97-98 Secondary School Teachers' posts in the State, subject group-wise number who would have to be trained annually if all teachers in the State are to be imparted at least one subject-specific in-service training every 5 years:

Subject Group	Number of teachers who would have to be trained annually
1	2
1. Math and Science	872
4. 'Arts' (Languages, Humanities and Social Sciences)	2211
3. Commerce	381
4. Home Science	40
5 Fine Arts	100
6. Vocational Subjects	50
7. Work Experience	81
Total	3751

J. 2: Proposed arrangements for organising In-service training to the extent indicated in J. 1.

Number that will be trained annually:

(i) In IASE	2000
(ii) SCERT	700
Total	2700

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J. 3. Number of Heads of Secondary Schools to be trained annually if all such Heads are to be imparted at least one In-service training once in 3-5 years (Please specify desired frequency)

If once in 5 years, 116 Heads of the Secondary Schools shall have to trained every year.

J. 4. Proposed arrangements for organising In-service training to the extent indicated in J.3

Number which will be trained annually in

(i) LASE	116
(ii) CTE	Does not exist in the State
Total	116

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J. 5. Number of Elementary Teacher Educators to be trained annually if all such persons (as on 1.4.98) are to be imparted at least one In-service training once in 5 years (Please specify desired frequency):

All the 8 may be trained every year.

J. 6. Proposed arrangement for organising In-service training to the extent indicated in J.5

Number, which will be trained annually in

(i) IASE	8
(ii) CTE	It does not exist in the State
Total	8

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PART III

DISTRICT-WISE ABSTRACT OF EXISTING SECONDARY TEACHER EDUCATION INSTITUTIONS

District	Name and Address of the Institution	Management	Year of Estt.	Meant for (Boys/Girls/Co-educational)	Distance from the Distt. Hq. (Km)	Annual In-take of Pre-service trainees	Enrolment 2002-2003		
		Govt./ Non-Govt.					B. Ed.	M. Ed.	Total
1	2	3	4	5	6	7	8	9	10
Tripura West	IASE, PO – KUNJABAN Agartala, Tripura West PIN - 799006	Govt	1964	Co-educational	00 Km	50	150	20	170

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Land/Building Position

Ownership	Total campus area (in Acres.)	Built-up area	Spare land available in the campus for further development	Number of existing rooms					Hostel		Availability of Basic amenities like Electricity, Water
				classrooms	Auditorium/Halls	Laboratory	Library	Other rooms	Ownership	Inmate capacity	
11	12	13	14	15	16	17	18	19	20	21	22
State Government	1.97	6000 sq.m.	10000 sq.m.	6	1	5	2 big halls	6	State Govt.	24	Electricity, 24 hrs running water, telephone, Fax, Email, etc.

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Whether being proposed for				If an STEI is being proposed for up-gradation into a CTE/IASE names of the Districts it will serve for the purpose of In-service education of		Remarks		
Establishment of		Retained without such up-gradation	Phased out	Secondary Teachers	Elementary Teacher Educators (for IASE only)			
CTE	IASE					23	24	25
No	IASE	Not applicable	Not applicable	Tripura West, Tripura South, Tripura North and Dhalai Districts	Tripura West, Tripura South, Tripura North and Dhalai Districts	The proposal is for conversion of the only CTE into IASE.		

PART IV

**THREE-YEAR PLAN WITH DISTRICT-WISE BREAK-UP FOR
CLOSURE, CONTINUANCE AND UP-GRADATION OF
EXISTING SECONDARY TEACHER EDUCATION
INSTITUTIONS**

L. On the basis of Part III, kindly give the following consolidated information, district-wise for the State:

Sl No	District	Popu- lation in Lakh s	Specia- l charac- teristi- cs, if any(e. g., hilly, tribal, desert, metro- polita- n etc	No. of teach- ers in seco- ndary scho- ols	Estim- ated numb- er of Acad- emic Staff ETEIs as on 1.4. 2002	Number of existing STEIs			Ann- ual pre- servi- ce intak- e capa- city of exist- ing STEI	
						Govt.	Non-Govt			Total
							Aided	Non- aided		
1	2	3	4	5	6	7	8	9	10	11
1	West Tripura	12.94	Hilly and Tribal		17	01	NIL	NIL	01	100
2	South Tripura	07.19	Hilly and Tribal		17	NIL	NIL	NIL	NIL	NIL
3	North Tripura	9.06	Hilly and Tribal		17	NIL	NIL	NIL	NIL	NIL

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Proposal for IASE

Number of existing STEIs proposed to be upgraded into IASE									Proposed intake capacity of pre-service Trainees of institutions at col. No. 20
1999-2000		2000-2001		2001-2002		Total		Number of CTEs & IASEs	
CTE	IASE	CTE	IASE	CTE	IASE	CTE	IASE		
12	13	14	15	16	17	18	19	20	21
1	NIL	1	NIL	1	NIL	1	NIL	1	150

Existing STEIs proposed to be continued but without up-gradation into CTEs/IASEs

There is no such institution in the State.

Number of existing STEIs proposed for being phased out:

There are no such institutions in the State.

PART V

PROPOSED ADMINISTRATIVE AND ACADEMIC ARRANGEMENT FOR IASE IN THE STATE

M. Please indicate the Department/Office/Agency in the State Government Administration which will co-ordinate, monitor, evaluate and oversee the work of the CTE in the State. Which Section/Branch/Unit in the Agency will do this work. What is its present staff and work load, and how will it be ensured that it is suitably equipped to discharge its function relating to the CTE adequately ?

At the moment the State Government have one IASE but no CTE Administratively, the IASE shall be under the direct supervision and control of the Directorate of Higher Education, Government of Tripura. There are various Sections in the Directorate of Higher Education for dealing with different cases of any establishment including the IASE. The staff of the proposed IASE shall be Government servants. Their service matters shall be looked after by the Establishment Section of the Directorate of Higher Education. The development problems shall be looked after by the Planning and Budget Sections of the Directorate of Higher Education. The academic and professional matters shall be the responsibility of the GTCA Section. It may be clarified here that the State Government have the built-in infrastructure to handle the problems and quality of all colleges in the State and the proposed IASE will be an addition to it. Relating to the number of staff in the concerned Sections of the Directorate and their workload, it may please be noted that they are managed by the policy of the state Government. An effort is always made that the whole administration runs like a well-oiled machine. The staffs in various Sections are well trained in their trade. Over and above, the Directorate is in direct control of the Secretary to the Government of Tripura, Education department, who has a close watch on the whole affairs.

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Please indicate the functional relationship which the IASE will have in the State with:

1. **Education Department of the State:** The proposed IASE shall be one of institutions of the Department of Higher Education. It will be owned by the Education Department

2. **Concerning Commissionerate/
Directorate of Education:** As the proposed IASE shall be the institution of the State Government, it shall have a very close and integrated relation with these Agencies.

- 3) **SCERT/SIE** It will have the functional relationship with the SCERT and SIE as envisaged in guidelines of the NCTE, MHRD and NCERT and, of course, as stipulated by the State Government, from time to time.

- 5) **University Department of Education:** The IASE shall be affiliated to Tripura University for the B. Ed., M. Ed. and other courses. At the moment, this University does not have its own Department of Education. But the B. Ed. and M. Ed. Courses are being controlled and supervised by the University. Therefore, the proposed IASE shall have a very intimate link with the University.

- 5) **SIET (if in existence)** It does not exist.

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6) Divisional and District level

Field Officers of Education Dept.: The Department of Higher Education does not have its offices in the areas other than the Capital. It controls all the colleges from Agartala. However, in future if and when the system changes the IASE shall have the link with the Officers of the Division and District levels. At the moment the IASE shall have link with Field Officers of the Directorate of School Education for organisation of the In-service programmes.

7) Secondary schools situated within the District to be served by the IASE:

The IASE shall have a close link with the Secondary schools within its jurisdiction spreading over the whole State. It would be necessary because the IASE shall have to carry on its Teaching Practical in some of the schools. The IASE shall have to organise many types of in-service training programmes depending upon the needs and requirements of the schools situated within its area. One of the most important roles of the IASE would be to collect information and data for new approaches in methodology. Such survey works cannot be successful without whole-hearted support and co-

operation of the secondary schools.

8) DIETs and other ETEIs situated within the Districts to be served by the IASE:

The IASE shall have close links with the DIETs and.

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other ITEs situated in four districts of Tripura. It is necessary for smooth running of the Teacher Education programmes.

9) National Council for Teacher Education:

NCTE is the nodal agency for safeguarding the quality teacher education in the country. The proposed IASE shall have close co-ordination with it.

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O. Staffing

O.1 Please give information on recruitment aspect of IASE in the following format

Sl No	Name of the post in IASE	Pay scale	Level (equivalent in the Edn Dept)	Qualification that would be prescribed for the post	Arrangement for recruitment				Are qualification & pay-scale as per UGC norms, in not please give reasons	Progress of framing of recruitment rules/cadre rules	Remarks
		Existing	Existing	Existing	Who will recruit	Present mode of recruitment/selection	Who will appoint	Likely date by which first lot of incumbents will be in position			
1	Principal	12000-18300	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
2	Asst. Prof. Edn. 4	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
3	Asst. Prof. Psy. 2	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
4	Asst. Prof. Eng. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
5	Asst. Prof. Beng. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
6	Asst. Prof. Sans 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
7	Asst. Prof. Hindi 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
8	Asst. Prof. Bio. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
9	Asst. Prof. Phy. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
10	Asst. Prof. Chem. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
11	Asst. Prof. Geog. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
12	Asst. Prof. Math 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
13	Asst. Prof. Eco. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
14	Asst. Prof. Pol.1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
15	Asst. Prof. Com. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
16	Asst. Prof. Ph Edn 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
17	Asst. Prof. Mus. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
18	Asst. Prof. Art 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
19	Asst. Prof. WE 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
20	Asst. Prof. His. 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	
21	Asst. Prof. Computer 1	8000-13500	UGC	NCTE	Govt.	TPSC	Secy	Continuing	Yes	Already framed	

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22	Asst. Prof. Distance Education 1	8000-13500	UGC	NCTE	Govt.	TISC	Secy	Continuing	Yes	Already framed
23	Asst. Prof. Edn Technology 1	8000-13500	UGC	NCTE	Govt.	TISC	Secy	Continuing	Yes	Already framed
24	Asst. Prof. Information Technology	8000-13500	UGC	NCTE	Govt.	TISC	Secy	Continuing	Yes	Already framed
25	Off. Supdt. 1	6500-12300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
26	Head Clerk 1	5000-10300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
27	Accountant 1	5000-10300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
28	UD Clerk 4	4200-8650	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
29	LD Clerk 8	3300-7100	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
30	Librarian 1	5000-10300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
31	Sorter 2	2750-4925	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
32	Library Asst. 2	2600-3546	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
33	Store Keeper 1	5000-10300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
34	Technicians 6	4000-7890	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
35	Lab. Asst. 8	3200-6300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
36	Hostel Supdt. 2	8500-12300	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
37	Group "D" 30	2600-3545	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
38	Gardener 4	2600-3545	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
39	Night Guard 4	2600-3545	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
40	Sweeper 4	2600-3545	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed
41	Driver 2	4000-7890	State Govt	State Govt	Edn Dept	Edn Dept	DHE	Continuing	State Govt	Already framed

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2. Please give a brief note regarding proposed cadre formation and career prospect for persons who would be recruited to the IASE posts mentioned above. If the Draft/Final Recruitment/Service Rules are ready, a copy thereof may please be attached.

The Recruitment Rules for appointment in the College of Teacher Education have been framed in the year 1964 along with establishment of the first College of Education leading to B. Ed. Degree. These Rules are modified from time to time. The recent revision of the Rules had been made after the guidelines of the NCTE had been framed. A copy of the same is enclosed for reference.

P. Development of Academic Package

In the context of para 2.4 and Annexure IV of the Guidelines, please give the following details:

(i) List of programmes which IASE in the State would be conducting:

1. Pre-service training – one year B.Ed. Course
2. One year M. Ed. Course
3. In-service Course in the following areas:
 - (aaa) English
 - (bbb) Bengali
 - (ccc) Sanskrit
 - (ddd) Mathematics
 - (eee) Physics
 - (fff) Chemistry
 - (ggg) Life Science
 - (hhh) Economics
 - (iii) History
 - (jjj) Geography
 - (kkk) Physical Education
 - (lll) Book Keeping and Accountancy
 - (mmm) Business Organisation
 - (nnn) Evaluation and Measurement
 - (ooo) Educational Technology
 - (ppp) Home Science
 - (qqq) Work Experience
 - (rrr) Teaching Skill
 - (sss) Taxonomy of Behavioural Objectives
 - (ttt) Fine Arts
 - (uuu) Music
 - (vvv) Human Rights
 - (www) Population Education
 - (xxx) Education of exceptional Children
 - (yyy) Removal of Learning Disabilities

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(zzz) Child Guidance and Mental Health

ii) Agencies, which have been assigned the task of developing academic packages for the above programmes, except University Programmes:

The In-service Education and Extension Services Department of Institute of Advanced Studies in Education (IASE), Agartala, has been organising such programmes under the Centrally Sponsored Scheme from this academic session. It has already completed 8 ten-day programmes in eight different school subjects. It has also conducted the Extension Lectures with eminent Educationists from NCERT, New Delhi, IGNOU, New Delhi and Regional Institute of Education, Bhopal. It had been arranged by the National Council for Teacher Education, New Delhi. This College has the built-in ability to develop the packages for the above mentioned programmes. In addition to it, the State Council of Educational Research and Training would help in this work. Some material may be procured from the outside agencies also.

(iii) Progress of development of above packages and the date by which they would be ready.

As already enumerated in the above para, the packages are already being used by the College of Teacher Education, Agartala. So, there is no question of getting them ready. However, preparation of packages is an on-going process. It is prepared depending upon the needs and requirements of the course.

Q. Arrangement for Construction Work

Q.1 Which Agency/Agencies will be entrusted construction work under the scheme?

It may be decided in the meeting of the State Level Empowered Committee headed by the Secretary Education, Government of Tripura and a representative of MHRD, New Delhi. Any Central or State Agency may be involved in the construction work.

Q.2 On what terms will it/they carry out construction work under the Scheme?

A Memorandum of Understanding is signed by the Agency and the State Government. In that MOU all the dimensions are clearly spelled out. Both the parties are to honour the terms and conditions of MOU. The time frame, the mode and frequency of payment, the stage-wise progress of the construction work, etc., are clearly given in the MOU.

Q.3 How will it be ensured that the construction work gets completed on schedule and there are no cost escalations due to delay ?

The terms and conditions of the MOU have to be strictly imposed on the Agency. For it the Government shall have strict vigil. It will be clearly mentioned in the MOU that any escalation in cost shall be the liability of the Construction Agency.

R. Arrangement for Purchase of Furniture, Equipment, etc.

R.1 What will be the mode of purchase (Authority to place orders for purchase, place of delivery, supplier agency, etc.) of the following for the CTE:

1. Furniture
2. Books
3. Audio-visual Aids
4. Computer equipment
5. Science Equipment
6. Worksop/Work Experience Equipment
7. Sports and Physical Education Equipment
8. Other Equipment that may be required under the Scheme

The above purchase shall be made directly by the Government and the Government have its set Rules and Regulations for any type of purchase. Those Rules and Regulation shall be observed while purchasing the above noted material.

R.2 How will it be ensured that purchases are made in a fair manner and quality goods are supplied to the CTE ?

All the Government Rules and Regulation have been evolved over the years to safeguard the concerns expressed in the above point. The Rules shall be strictly followed. For quality goods, Govt. prefer to purchase the goods either from the Manufacturers or from the authorised dealers at the catalogue prices published by the manufacturers.

S. Phasing Out of Institutions:

It is not applicable

T. Position Regarding CTE Which Will or Will Not Serve as District Resource Centres Under the Scheme of (i) Science Education and (ii) CLASS

The proposed IASE shall serve as the Resource Centre for both, the Science Education and CLASS.

U. What steps are being taken to ensure co-ordination, in general, between CTE and District/ Divisional Level Set-ups of Education Department, and in particular, to establish an In-service Education Cell in the District/Divisional Level Education Office as suggested in para 2.7 of the Guidelines ?

The proposed CTE shall have co-ordination with the Deputy Director of School Education, South Zone. It will also have co-ordination with the District Inspector of School. This contact would be necessary for proper planning and execution of various programmes. The establishment of In-service Cell in the District and Divisional Level Offices may not be urgently required right now, because the proposed CTE shall be located in the South Tripura District Headquarters, Udaipur. Constant contacts and communication will not be a problem. However, if and when the necessity is felt, there would be no problems whatsoever in establishing such Cells.

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V. Does State Government have properly framed rules for giving development assistance (as distinct from Maintenance Grants) to non-govt. colleges? If Yes, please enclose a copy. If not please indicate how such assistance will be disbursed to non-Govt. STEIs selected for up-gradation, on the lines indicated in para 4.5 of the Guidelines.

It may please be noted that there is no non-Government college in the State. All colleges are owned by the State Government. Therefore, question of disbursing assistance to non-Govt colleges does not arise.

W. How will State Government Administration ensures proper compliance by non-Govt STEIs for up-gradation, with the terms and conditions of the Development Assistance?

It is not applicable in this State because there no non-Government STEIs in the State.

X. Other remarks (if any):

No remarks of any special nature.

ANNEXURE VIII

PROFORMA FOR FORMULATING PROJECTS FOR (UP-GRADING ESTABLISHING AN IASE

PART I: BASIC INFORMATION ABOUT THE DISTRICTS, WHICH THE IASE WILL SERVE

B. Basic Statistics:

A.1 Name of Districts which IASE will serve for the purpose of in-service training of Secondary Teachers: **TRIPURA WEST**

A.2 Names of additional district which the CTE will serve for the purpose of in-service training of elementary teacher educators and heads of secondary schools (For only AISEs) **NOT APPLICABLE**

A.3 Basic data about the District mentioned in A.1 (for CTE)

Items	West Tripura District
1. Population	
i. Total	1530531
ii. % of S. C.	20.00
iii. % of S. T.	28.00
2. Number of Blocks	16
3. Literacy Rate	
i. Over-all	77.82
ii. Male	71.25
iii. Female	61.85
4. Number of Secondary Schools and Elementary	

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and Secondary Teacher Education Institutions in 2001-2002	
i. Secondary Schools	
a. Government	455
b. Non-Govt. Aided	22
c. Non-Govt. Unaided	16
d. Total	493
ii. ETEIs	
a. Government	01
b. Non-Govt. Aided	NIL
c. Non-Govt. Unaided	NIL
d. Total	01
iii. Number of DIETs proposed to be set up by 2002-2003	NIL
iv. STEIs	
a. Government	01
b. Non-Govt. Aided	NIL
c. Non-Govt. Unaided	NIL
d. Total	01
5. Enrolment figures: Actual for 97-98 and anticipated for terminal years of IX and X Plans	
i. Enrolment Secondary Schools in	
a. 1997-1998	118547
b. 2001-2002	142256
c. 2006-2007	177860
ii. Enrolment in ETEIs in	
a. 1997-1998	200
b. 2001-2002	150
c. 2006-2007	200
iii. Enrolment in STEIs in	

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a. 1997-1998	200
b. 2001-2002	100
c. 2006-2007	200
Note: For 2001-2002 please give X Plan target or projected figures. For 2006-2007 please give proposed/contemplated X Plan targets.	
6. Number of teachers as on 01.04.2001	
i. Secondary Schools	
a. Government	17850
b. Non-Govt. Aided	924
c. Non-Govt. Unaided	504
d. Total	19278
ii. ETEIs	
a. Government	12
b. Non-Govt. Aided	NIL
c. Non-Govt. Unaided	NIL
d. Total	12
iii. STEIs	
a. Government	20
b. Non-Govt. Aided	NIL
c. Non-Govt. Unaided	NIL
d. Total	20
7. Teacher Pupil Ratio	16.7
i. Secondary Schools	15.00
ii. ETEIs	10.00
iii. STEIs	

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A.4 SUBJECT-WISE NUMBER OF TEACHERS IN SECONDARY SCHOOLS AS ON 01.04.1998 FOR THE WEST TRIPURA DISTRICT

Group	Subject	Number of Teachers						Remarks
		Govt. Schools	Aided Schools	Un-aided Schools	Total (4+5)	Total (3+4)	Total (3+6)	
1	2	3	4	5	6	7	8	9
1. Science & Math	1. Math	82	15	10	25	97	107	
	2. Physics	94	15	08	23	109	117	
	3. Chemistry	90	14	05	19	114	109	
	4. Bio. Sc.	100	24	09	31	124	131	
	No. of Non-P.G. Secondary Teachers	1259	230	100	330	1489	1589	
	Total	1625	198	132	428	1933	2063	
2. Arts	E. Language							
	13. Bengali	165	20	10	30	185	195	
	14. English	100	16	10	26	116	126	
	15. Sanskrit	80	15	05	20	95	100	
	Non-PG Language Teachers	1250	230	109	339	1480	1589	
	Total	1595	281	134	415	1876	2010	
	F. Humanities and Social Science							
	15. History	195	15	08	23	210	218	
	16. Geography	05	02	01	03	07	08	
	17. Logic/Philosophy	16	05	20	07	21	23	
	18. Economics	70	12	04	16	82	86	
	19. Civics/Political Sc.	150	20	06	26	170	176	
	20. Sociology	nil	nil	nil	nil	nil	nil	
	21. Psy/Education	30	08	03	11	38	41	
	Non-Pg Humanities/Social Sc. Teachers	1409	370	200	570	1779	1979	
		Total	1875	432	224	656	2307	2531
3.	Commerce	450	40	11	51	490	501	
4.	Home Science	12	06	02	08	18	20	
5.	Fine Arts	42	03	05	08	45	50	
6.	Vocational Subjects	05	-	-	-	05	05	
7.	Work Experience	150	40	10	50	190	200	

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A.5 Likely No of ETEIs on 01- 04- 2000 in the light of Plan regarding DIETs and phasing out of sub-standard ETEIs for the distts envisaged under A. 3

Not applicable

A.6 Availability of modern Educational aids in Secondary Schools in the Distts envisaged in A.1

Nature of facility	No of Schools having/likely to have facility in						Remarks		
	1999-2000				2000				
	Distt 1	Distt 2	Distt 3	Total	Distt 1	Total			
1	2	3	4	5	6	7	8	9	10
1. Radio	152	105	90	347	170			395	
2. Television	50	25	30	105	99	90	70	259	
3. Other A V equipment	152	58	60	270	170	150	100	320	
4. Instructional computer facility	130	30	20	180	163	80	40	283	

A.7 Present and proposed coverage of educational broadcast and telecast in the Districts envisaged in A. 1.

The present coverage is not very good in the Tripura South and Tripura North Districts. There are certain places in these two Districts where programmes of Doordarshan Centre, Agartala are not suitably reaching. Agartala Radio Station broadcasts some educational programmes for Secondary School students. But there is enough scope for widening the dimensions of programmes. The State Council of Educational Research and Training is engaged in preparing the annual broadcasting programmes for educational purposes.

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A.8 Details of (i) District Science Resource Centres and (ii) Resource Centres under CLASS, in the Districts envisaged in A. 1.

A few Centres have been established in the Districts. Under the CLASS programme many schools have been provided with computer sets and teaching staff. But since 1999 the Ministry of Human Resource Development, Government of India has discontinued this scheme. As such, the computer education in schools has got a jolt. Recently, the Government of Tripura approached the North-eastern Council to adopt the schools abandoned by the CLASS Scheme and it has accepted the proposal. Under this Scheme of NEC the schools under CLASS are being adopted by it in a phased manner.

A.9 Expenditure on Secondary Teacher Education Programmes in the District envisaged in A. 1

Items	1998-1999	1999-2000	2000-2001	2001-2002
(a) Recurring				
Pay & allowances	9696543	16687125	10174531	18000000
Pre-service	NIL	NIL	NIL	NIL
In-service	NIL	500000	NIL	500000
Other Contingency	315007	384491	383531	450000
Grant	NIL	NIL	NIL	NIL
Other	NIL	NIL	NIL	NIL
TOTAL	10011550	17571616	10568062	18950000
(b) non-recurring				
LTC/TA	14836	7283	NIL	NIL
MR	4821	9708	NIL	NIL
CSS	3525000	NIL	NIL	NIL
Books etc.	60000	40000	NIL	NIL

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	Equipment	120000	60000	NIL	NIL
	Remedial Course	8000	NIL	NIL	NIL
	PATC etc	6000	NIL	NIL	NIL
	TOTAL	3738757	116991	NIL	NIL
	TOTAL (a + b)	13750307	17688607	10568062	18950000

A. 10 Estimation of In-service Training Requirements of the Districts
 Envisaged in A.1. Please give District-wise information for the above Districts for items J.1 and J.2 (for AISE project)

The Secondary Teachers of the District will be suitably covered under the In-service Training Programmes conducted by the proposed IASE. The efforts shall be made to cover all the teachers in the cycle of one every five years. The courses will be subject-specific so far as the school subjects are concerned. The Methodology, Evaluation and Behavioural Objectives will be arranged cutting across the subject boundaries.

PART II

B. Please give information for the Districts envisaged in A. 3 regarding (i) abstract of existing STEIs, and (ii) three year plan for their closure, continuance and up-gradation in the formats given in Parts III and IV of Annexure VII

There is no such institution in the Tripura South Districts. As such this part is not applicable, at the moment.

PART III

BASIC DESIGN PROPOSED FOR THE CTE

This and the following Parts are meant for preparation of detailed project proposals for (up-grading) establishing a CTE. The Task Force of a sub-committee of it should visit the STEI to be up-graded before filling up these two parts (III and IV)

C. BASIC INFORMATION

C.1 Name and address of the CTE proposed to be established.

CTE, Agartala, Tripura West District, Tripura.

C.2 For detailed information on the STEI to be up-graded as CTE, a copy of information received in the Institutional Proforma (Annexure VI) should be enclosed.

It does not apply in the present case it is not case of up-gradation; rather a case of establishing a new CTE

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FUNCTIONS AND TASKS ENVISAGED TO BE PERFORMED BY THE PROPOSED CTE:

1 Training Programmes

(i) University Course

Name of course which Institute will offer	Duration	Annual Intake	If the course is not being offered at present, year in which it is proposed to start
1	2	3	4
B. Ed.	One year	250	After availability of CSS grant

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In-service Training Programmes and Other Programmes which the Institution Will Regularly Conduct:

Description of the proposed programmes	Proposed			Remarks
	Duration	Average number of participants per programme	Average number of programmes to be organised annually	
1	2	3	4	5
1. Bengali	5 days	40	1	
2. English	10 days	40	2	
3. Sanskrit	10 days	40	2	
4. Mathematics	10 days	40	2	
5. Physics	10 days	40	2	
6. Chemistry	10 days	40	2	
7. Biological Sciences	10 days	40	2	
8. Economics/Civics	5 days	40	1	
9. History	5 days	40	1	
10. Geography	5 days	40	1	
11. Commerce	5 days	40	1	
12. Audio-visual Aids in Education	3 days	40	2	
13. Computers	7 days	40	2	
14. Population Education	2 days	60	1	
15. Health & Physical Edn.	2 days	60	1	
16. Curriculum & Methods	3 days	70	1	
17. Evaluation	7 days	60	2	
18. Value Orientation Edn.	2 days	80	1	
19. Edn. Of Disadvantaged	2	80	1	
20. Educational Psy.	3 days	80	1	
21. Orientation Programmes for Resource Persons	3 days	80	1	
22. Principals of Secondary Schools	2 days	80	2	
23. Middle level educational Administrators	3 days	65	2	
24. In-service Course for Elementary Teacher Educators (including DIETs faculty)	3 to 4 weeks	10	3	
25. In-service, short, theme-specific, courses for Elementary Teacher Educators	5 days	10	5	
26. In-service, short, theme-specific, courses for	5 days	10	5	

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Secondary Teacher Educators of other institutions				
27. In-service Orientation courses for				
a. Principals of Secondary Schools	3 days	20		10
b. Principals of ETEIs (including DIETs)	7 days	4		2
c. Middle Level Educational Administrators	7 days	5 days		4

D. 2 Extension Functions:

It could be done in the areas of priorities as indicated and agreed upon by the CTE, the DSE, the TBSE, the Teachers' Organisations, the PTAs, and the demands from the general public. Such functions are to take care of the general feelings and expectations of the society at large vis-à-vis excellence in the field of education.

D. 3 Resource Functions:

To be taken care of by the proposed CTE as per demands and requirements of different segments of educational structure in the State. It would also take notice of the instructions of the NCTER, NCTE and other professional organisation in teacher education.

D. 4 Research, Innovation and Project Experimentation:

Depends upon the financial resources, University's approval and approval of the different Departments of Education.

D. 5 Other Activities (Please specify)

In the area of Human Rights, Wastage and Stagnation in Secondary education, Relevance of Modern Education in the existing Market Economy, etc.

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E. Proposed design for the CTE as it would look after it is established for performing the functions and tasks listed in D.

Academic and other areas in which the institution will function	Staff			Special Equipment required for the areas, if any	Year in which the area is to be established/strengthened		
	Name of post	No.	Pay Scale		2002-03	2003-2004	2004-05
1	2	3	4	5	6	7	8
G. "Education" Subjects	11. Asst. Prof. in Education	3	8000-12000	Educational Technology		1999-2000	
1. Foundations of Education	12. Asst. Prof. in Psy.	2	8000-12000	Psy. Lab.		Do	
2. In-service Education	Asst. Prof.	1	8000-12000	Fax, Xerox, Duplicator, Multi medis Computer with Printers Etc.		Do	
3. Educational Technology (including Computers)	Asst. Prof.	1	8000-12000	Fax, Xerox, Duplicator, Multi medis Computer with Printers Etc.		Do	
H. School Subjects - Content-cum-Methodology (II) (Science and Mathematics including Home Science)	11. Asst. Prof. in Mathematics	1	8000-12000	Computer with printer		Do	
	12. Asst. Prof. in Physics	1	8000-12000	Physics Lab		Do	
	13. Asst. Prof. in Chemistry	1	8000-12000	Chemistry Lab		Do	
	14. Asst. Prof. in Life Science	1	8000-12000	Life Sc. Lab.		Do	
	15. Asst. Prof. in Home Science	1	8000-12000	Home Sc. Lab		Do	
	16. Asst. Prof. in Computer	1	8000-12000	Computer Lab with all accessories		Do	
(II) Others							
1. Languages	9. Asst. Prof. in English	1	8000-12000	Language Laboratory		Do	
	10. Asst. Prof. in Bengali	1	8000-12000	Charts		Do	
	11. Asst. Prof. in Sanskrit	1	8000-12000	Charts		Do	
	12. Asst. Prof. in Hindi	1	8000-12000			Do	
13. Humanities and Social Sciences	9. Asst. Prof. in History	1	8000-12000	Maps, charts		Do	
	10. Asst. Prof. in Geography	1	8000-12000	Geo. Lab		Do	
	11. Asst. Prof. in Economics	1	8000-12000	Maps, charts		Do	
	12. Asst. Prof. in	1	8000-12000	Maps, charts		Do	

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1	2	3	4	5	6	7	8
3. Commerce	3. Asst Prof in Commerce	1	8000-12000	Type Writer Computer with software for Accounts and printer, Overhead Projector, et c.		do	
4. Work Experience	9. Asst. Prof. in Work Experience	1	8000-12000	Necessary instruments and gadgets		do	
1. <u>Other Areas</u>							
11. Art Education	39. Asst Prof in Art	1	8000-12000	Necessary material Games Materials		Do	
12. Phy. Education	40. Asst Prof in Phy. Edn.	1	8000-12000			Do	
13. Library	41. Librarian	1	5500-10700			Do	
14. Hostel	42. Hostel Supdt.	2	6500-12300			Do	
15. Office	43. Off. Supdt	1	6500-12300			Do	
	44. Head Clerk	1	5000-10300			Do	
	45. Accountant	1	5000-10300			Do	
	46. UD Clerk	4	4200-8650			Do	
	47. LD Clerk	8	3300-7100			Do	
	48. Sorter	2	2750-4925			Do	
	49. Asst Librarian	2	2600-3546			Do	
	50. Store Keeper	1	5000-10300			Do	
	51. Technician	6	4000-7890			Do	
52. Lab. Asst.	5	3200-6030			Do		
53. Computer Asst	1	3200-6030			Do		
54. Group "G"	20	2600-3545		Do			

F. Land and Building Requirements for the Proposed Establishment

e) Requirement of Buildings

Sl No.	Specification	Area in sq. m. each unit	Total area in sq. m.	Estimated cost in Rs. Lacs
I	Academic Block:			
	39. Lecture rooms -- 4	244	976	58.56
	40. Lecture rooms -- 8	182	1456	87.36
	41. Physics Lab. with teacher's cabin	183	183	10.98
	42. Chemistry Lab. with teacher's cabin	200	200	12.00
	43. Life Science Lab. with Teacher's cabin	183	183	10.98
	44. Geography Lab. with teacher's cabin	183	183	10.98
	45. Computer/IT Lab. with teacher's cabin	183	183	10.98
	46. Psychology Lab. with teacher's cabin	183	183	10.98
	47. Educational Technology Lab. with teacher's cabin	200	200	12.00
	48. Language Lab. with teacher's cabin	183	183	10.98
	49. Indoor Games room	244	244	14.60
	50. Room for Child Guidance	120	120	7.20
	51. Art room	150	150	9.00
	52. Campus Hall	700	700	42.00
	53. Conference Room	183	183	10.98
	54. Resource room for education of handicapped (including space for faculty member)	100	100	6.00
	55. Work Education	183	183	10.98
	56. Physical Education (including space for the teacher)	100	100	6.00
	57. Toilet facilities for Ladies and Gents	70	140	8.40
	Total		5850	350.96
	Add 30% for circulation areas and walls thickness		7605	456.30
2	Administrative Block:			
	21. Principal's room with PA cabin	100	100	6.00
	22. Vice-principal's room	60	60	3.60
	23. Cabins for Teaching Faculty (one for two members) x 13	40	520	31.20
	24. Office room	244	244	14.64
	25. Staff Room	244	244	14.64
	26. Store room	244	244	14.64
	27. Girls' common room	122	122	7.32
	28. Boys' common room	160	160	9.60
	29. Library with Reading room	457	457	27.42
	30. Toilet facilities (1 unit each for Ladies and Gents) x 2	70	140	8.40
	Total		2291	137.46

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	Add 30% for circulation areas and wall thickness		2978	178.70
3	Hostel for Gents (100 seated Block)			
	13. Double seated rooms - 50	37	1350	111.00
	14. Toilets - 2	122	244	14.64
	15. Dining Hall/ Kitchen/ Store - 1	305	305	18.30
	16. Common Room - 1	152	152	9.12
	17. Hostel Office cum dispensary - 1	46	46	2.76
	18. Hostel Store - 1	61	61	3.66
	Total		2158	159.48
	Add 30% for circulation areas and wall thickness		2805	207.32
4	Hostel for Ladies (100 seated Block)			
	1. Double seated rooms - 50	37	1350	111.00
	2. Toilets - 2	122	244	14.64
	3. Dining Hall/ Kitchen/ Store - 1	305	305	18.30
	4. Common Room - 1	152	152	9.12
	5. Hostel Office cum dispensary - 1	46	46	2.76
	6. Hostel Store - 1	61	61	3.66
	Total		2158	159.48
	Add 30% for circulation areas and wall thickness		2805	207.32
5	Staff Quarters			
	9. Principal	400	400	24.00
	10. Faculty members - 24	305	7320	439.28
	11. Group C Staff	213	4260	255.60
	12. group D Staff	152	1824	103.44
	Total		13804	822.32
	Add 30% for circulation areas and wall thickness		17945	1069.02
5	Miscellaneous			
	(o) levelling and dressing of area			2.10
	(p) Internal road and path			6.52
	(q) Sever Lines			4.69
	(r) Street Light			2.71
	(s) Overhead Tanks			2.01
	(t) Filter Water Supply and distribution lines 100 mm and below			2.96
	(u) Compound Wall, brick wall 100 Mts			11.50
	TOTAL			32.49
	Grand Total		16193	1082.13

NB: The estimated cost has been prepared in consultation with the NPCC.@ Rs.6,000/= per sq. mtr. It takes care of price-rise for two years.

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Requirement of Land for Non-building Use:

<u>Nature of Use</u>	<u>Area Required</u>
1. Playground	2.00 Acres
2. Horticulture & Gardening	0.75 Acre
3. Other Open-air Activities	1.25 Acres
4. Services (Roads, Water Supply, Sewerage etc)	0.25 Acre
TOTAL	4.25 Acres

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PART IV
G. THE PROJECT

G.1 NON-RECURRING EXPENDITURE

Items	Present Availability	Net Addition Proposed	Cost per unit	Proposed Year-wise Phasing			Total
				2001-2002	2002-2003	2003-2004	
1	2	3	4	5	6	7	8
1. Land Acquisition (To be funded by the State Govt)			-				
10. Provision of Basic amenities	Not applicable	All to be arranged	NPCC Estimate				
o. Levelling & dressing of area				2.10			2.10
p. Internal road and path					6.00	0.52	6.52
q. Sever line and waste disposal					4.00	0.69	4.69
r. Street light						2.71	2.71
s. Overhead water tanks						2.01	2.01
t. Filter water supply, distribution lines						2.96	2.96
u. Compound / boundary walls			11.50		11.50		
Total				13.60	10	8.89	32.49
11. Building Work	N	N	N				
a. Spl. Repair	A	A	A				
b. New Construction	N	N	N				
	A	A	A				
11. Academic Block				300.00	156.00	00.30	456.30
12. Administrative Block				100.00	78.00	00.70	178.70
13. Hostel for Gents				100.00	100.00	07.32	207.32
14. Hostel for Ladies				100.00	100.00	07.32	207.32
15. Staff quarters				180.00	800.02	89.00	1069.02
TOTAL				780.00	1234.02	104.64	2118.66
12. Equipment	Not applicable	If to be arranged	NPCC Estimate				
aaa. Books						8.00	8.00
bbb. Furniture, etc.						20.50	20.50
ccc. Phy. Edn.						67.36	67.36
ddd. Science Lab.						67.76	67.75
eee. Language Lab.						9.00	9.00
fff. Psychology Lab						1.50	1.50
ggg. Computer Lab.						20.00	20.00
hhh. ET Lab						10.00	10.00
iii. Conference Hall			15.00	15.00			

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ij. Workshop Eqpts					0.80	0.80
kk. Music Equip.					0.20	0.20
ll. Radio 2					0.06	0.06
mmm. TV 5					1.50	1.50
nn. Overhead Projector 6					1.80	1.80
ooo. Slide Projector					0.60	0.60
ppp. Edl. Slides					0.05	0.05
qqq. Edl. Video Films					0.20	0.20
rrr. Video Camera					0.90	0.90
sss. Fitting video system in classrooms					3.00	3.00
ttt. Computers (30) with necessary software, printer, scanner, and other facilities necessary for IT, etc					20.00	20.00
uuu. Air-conditioner (1.5 Ton) 12					5.40	5.40
vvv. College Jeep					4.50	4.50
www. College Bus					20.00	20.00
xxx. Generator 2					10.00	
yyy. Medical tools etc for college dispensary					20.00	20.00
zzz. Gardening,					2.50	5.00
					2.50	299.37
						301.87
Grand Total				793.60	1216.52	412.90
						2453.02

Grand Total G.1 (1+2+3+4) = 2453.02

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G.2 RECURRING EXPENDITURE

(i) STAFF

The table given under it does not seem to be applicable in this case because this proposal is not for up gradation of an existing college. It is for establishment of an altogether New College. As such, there are no existing staff, physical facilities or financial involvement.

Total Expenditure involved (yearly) on payment of salary
= *Rs. 94.40 Lacs*

Proposed staff needed for running the College with effect from 2003-2004

Sl.N	Post proposed for creation	No	Pay scale	Estimated recurring expenditure on pay and allowances	Annual expenditure
1	2	3	4	5	6
1	Principal	1	12000 - 18300	16440	199680
2	Asst. Prof.	28	8000 - 12000	318080	3816960
3	Off. Supdt	1	6500 - 12300	9330	111960
4	Head Clerk	1	5000 - 10300	7300	87600
5	Accountant	1	5000 - 10300	7300	87600
6	U. D. Clerk	4	4200 - 8650	24656	295872
7	L. D. Clerk	8	3300 - 7100	39088	469056
8	Librarian	1	5500 - 10700		
9	Sorter	2	2750 - 4925	8260	113856
10	Lib. Asst.	2	3200 - 6030	9488	56928
11	Store Keeper	2	3200 - 6030	9488	56928
12	Technician	6	4000 - 7890	35280	423360
13	Lab. Asst	8	3200 - 6030	38192	458304
14	Driver	2	4000-7890	11760	141120
15	Hostel Supdt.	2	6500 - 12300	18660	223920
16	Group "D"	30	2600 - 3545	117960	1415520
17	Night Guard	4	2600 - 3545	15728	188736
18	Sweeper	4	2600 - 3545	15728	188736

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19 Gardener	4 2600 - 3545	15728	188736
		TOT/	858180
			0
		ADD 0%	858180
		GRAND TOTAL	943998
			0
		Say	94.40

(ii) CONTINGENCIES

Description of Items	Year-wise Estimate Expenditure			
	2003-2004	2004-2005	2005-2006	Total
1	2	3	4	5
3. Papers and other Office stationary	80000	90000	100000	270000
2. Conveyance and fuel	60000	70000	90000	220000
3. Sanitation and hygiene	40000	50000	60000	150000
4. Wages/Labour	30000	40000	60000	130000
5. Internal Exams, Tests, etc.	30000	40000	50000	120000
6. Lab. Chemicals, Salts, etc.	60000	70000	80000	210000
7. Electrical goods, repairs	70000	80000	90000	240000
8. Advertisement	10000	16000	20000	46000
10. Games and Sports	18000	25000	40000	83000
11. Cultural/Literary Activities	10000	15000	20000	45000
12. Printing	20000	30000	40000	90000
13. Liveries	10000	10000	10000	30000
14. Entertainment	5000	8000	10000	23000
15. Educational Excursion	60000	80000	100000	240000
16. Computer & IT Labs	50000	70000	100000	220000

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Music, Arts, Psy Lab.	50000	70000	80000	200000
TOTAL	603000	764000	950000	2317000 Say= 23.17 Lacs.

G.3 ABSTRACT OF THE PROPOSAL

Items	Years			
	I Year	II Year	III Year	Total
<u>I. Proposed Non-recurring Expenditure</u>				
7. Land Acquisition	Govt. land	Govt. land	Govt. land	Govt. land
8. Provision of basic amenities	13.60	10.00	8.89	32.49
9. Buildings				
g. Special Repairs	nil	Nil	nil	nil
h. New Construction	780.00	1234.02	104.64	2118.66
i. Total	793.60	1244.02	113.53	2151.15
4. Equipment		2.50	299.37	301.87
Total 2+3+4	793.37	1246.52	412.90	2453.02
<u>II.A. Proposed Recurring Expenditure</u>				
7. Staff			94.40	94.40
8. Contingencies	6.03	7.64	9.50	23.17
9. Total (II.A)	6.03	7.64	103.90	117.57
<u>II.B. Subtract</u>	As mentioned, this proposal is meant for establishment of a New College. It is not a proposal for up-gradation of an existing college. Therefore, the existing expenditure in this head is zero, at the moment. However, Once it starts functioning, grants from different sources may be available.			nil
5. Present level of Recurring expenditure				
6. Amount of Recurring Assistance, which would be obtained from other sources e.g. UGC, State Govt, etc.				
<u>II.C. Net demand of Central Assistance for Items of Recurring Expenditure</u>	6.03	7.64	103.90	117.57

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NB: The estimate for construction work has been made @ Rs. 6,000/= per sq. metre, as per suggestion of the NPCC. This rate will take care of the rise of cost during the next two of years by the time the fund is available and construction starts.

TOTAL COST OF THE PROJECT:

7. Non-recurring Cost	Rs. 2453.02 lacs
8. Recurring Cost	Rs. 117.57 lacs
9. TOTAL	Rs. 2570.59 Lacs
	Say Rs. 2 71.00

LABORATORY EQUIPMENT AND FURNITURE : CHEMISTRY

Sl No.	Items	Quantity	Estimated Cost in Rs
1	Furniture for Laboratory		3000
2	Acids		250
3	Salts		500
4	Gas Plant (gas cylinders, burners and fittings)		500
5	Distillation Plant for Distilled Water		300
6	Beakers (2 litres, 1 Litr., 500 cc, 250 cc, 100 cc, 50 cc capacity)	400	200
7	Test-tubes (ordinary and hard glasses)	2,500	50
8	Spirit Lamp	180	90
9	Glass Retort	10	20
10	Funnel (different diameters)	100	20
11	Test-tube Stand	60	30
12	Burette (50 cc)	100	30
13	Pipette (25 cc, 20 cc and 10 cc)	100	30
14	Conical Flask (500 cc and 250 cc)	150	150
15	Reagent Bottles	200	200
16	Kipp's Apparatus	30	400
17	Woulfe's Apparatus	30	50
18	Mouth Blow Pipe	100	20
19	Tongues	40	20
20	Dish	60	30
21	Distillation apparatus (Graham Condenser)	10	100
22	Steel Almirah	4	400
23	Store Room Furniture		1000
24	Basins	200	200
25	Gas Jars with Lids	100	100
26	Tumbler	25	50
27	U-tube	20	20
28	Line Tower	25	50
29	Organic Chemicals		500
30	Reagent Chemicals		500
31	Chemical Balance with Weight Box	20	800
32	Dassicator	10	100
33	Weighing Bottles	50	10
34	Glass rod and Pipe		50
35	Cork Borer, Glass Cutter and other Tools		50
36	Periodic Table	3	90
37	Charts and Models		300
38	Filter papers		50
39	Clamps (made of iron nickel coated), stand and rings		100

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40	Round-bottom Flask	25	5000
41	Measuring Flask (1000 cc, 500 cc, 250 cc, 100 cc and 50 cc)		15000
42	Bejar	10	5000
43	Beehive Shelves		5000
44	Other instruments (thermometer, viscometer, stalagmometer, cork, triangular stand, water bath, sand bath, pt-wire, magnesium ribbon, measuring cylinder, measuring pipette, sample supply bottles, etc.)		50000
45	Computer with all facilities		300000
46	Furnishing professor Chamber		80000
			1496000
			299200
			17,95,200

LABORATORY EQUIPMENT AND FURNITURE : LIFE SCIENCE

Sl No.	Item	Quantity	Estimated Cost in Rs.
1	Compound Microscope	30	300000
2	Simple Microscope	30	90000
3	Binoocular	5	15000
4	Dissecting Tray	25	1750
5	Blood Pressure Measuring Apparatus	2	2000
6	Body-weighing Machine	2	2000
7	Dissecting Box	30	3000
8	Glass Goods		5000
9	Chemicals		5000
10	Museum Specimen		5000
11	Models		2000
12	Charts (coloured)		2000
13	Permanent Slides		1000
14	Other necessary articles		200000
15	Computer with all facilities		300000
16	Furniture and furnishing the lib. And Prof's room		300000
17	Microtome	2	20000
18	X-ray Machine (Portable)	1	50000
19	Electro-cardiograph	1	50000
		TOTAL	1353750
		Add 20%	270750
		GRAND TOTAL	16,24,500

LABORATORY EQUIPMENT AND FURNITURE : PHYSICS

Sl No.	Items	Quantity	Estimated cost in Rs.
1	Laboratory furniture and furnishing		200000
2	Measuring Instruments (length, mass, time, volume, weight, pressure, friction, sp. Gr Etc.)		90000
3	Optical Instruments (lens, mirror, optical bench, binocular, prism, Newton's colour disc, etc.)		20000
4	Chemicals		5000
5	Charts and Models		10000
6	Instruments for Heat (thermometer, calorimeter, steam boiler, hypsometer, heater, Pullinger's apparatus, etc)		10000
7	Laboratory fittings and general apparatus		5000
8	Apparatus for sound (tuning fork, sonometer, resonance apparatus, etc.)		5000
9	Apparatus for magnetism (different types of magnets, dip circle, magnetic needle, etc.)		4000
10	Apparatus for electrostatics (glass rod, ebonite rod, gold leaf electroscope, different types of condense etc.)		4000
11	Apparatus for current electricity (different types of batteries, tangent galvanometer, milliammeter, milli volt meter, ammeter, voltmeter, PO Box, different types of resistance, avometer, potentiometer, meterbridge, rheostat, etc.)		30000
12	Projector, freeze, battery eliminator, stabilizer, etc.)		40000
13	Computer with all facilities		300000
14	Furnishing the Prof.'s chamber		80000
15	Generator -- 3000 watt		80000
		TOTAL	883000
		Add 20%	176600
		GRAND TOTAL	10,59,600

LABORATORY EQUIPMENT AND FURNITURE : GEOGRAPHY

Sl No	Items	Quantity	Estimated Cost in Rs.
2.	Class room working table with desks and sitting tools	30	120000
2	Teacher's table and chair	01	15000
3	Platform	01	5000
4	Tracing tables with necessary fittings	06	36000
5	Blackboard of fibre glass	01	10000
6	Graph board with sliding system	02	3000
7	Glass-top table with drawer system	04	20000
8	Steel Almirah (big size)	08	100000
9	Book shelves (steel)	04	30000
10	Secretariat Table	02	16000
11	Chair (steel)	10	30000
12	Notice board (velvet bed)	02	3000
13	Glass-door wall almirah	04	35000
14	Over head Projector	01	40000
15	Map cabinet with drawer system (steel)	04	35000
16	Stand table for projectors	02	12000
17	Map stand (steel)	08	40000
18	Map pointer (folding system)	04	2000
19	Steel trunk	08	25000
20	Canvas bag	08	4000
21	Clock(wall and table)	03	1000
22	Engineering instrument box(steadler)	15	75000
23	Scientific calculator (12 digit)	15	15000
24	Slide projector with apparatus	01	18000
25	Barometer (Fortien's)	03	30000
26	Barometer (Anetoid)	03	4000
27	Hygrometer	03	15000
28	Thermometer(sixe's maximum and minimum)	03	9000
29	Thermometer(dry and wet bulb)	03	6000
30	Survey chain with accessories	09	45000
31	Measuring tape (steel)	04	3000
32	Levelling (Dumpy level)	02	15000
33	Transit theodolite	02	20000
34	Prismatic compass	04	8000
35	Clinometer	02	8000
36	Planometer	05	2,000
37	Rotameter	30	1,000
38	Survey table with accessories	03	2000

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39	Microscope	04	15000
40	Pantograph	06	30,000
41	Binocular (prismatic)	04	16000
42	Meteorological instrument	02 set	5000
43	Slide box (500capacity)	02	5000
44	Globes (wire, glass, etc)	15	25000
45	Railway curve box	02	5000
46	French curve box(flexible)	02	5000
47	Lettering equipment set(draftsman type)	03	30000
48	Drawing equipment(for 30 students)		20000
49	Beam compass	04	3000
50	Magnetic trough compass	10	50000
51	Optical square	04	14000
52	S 'Ray ' compass	02	3000
53	Magnifying glass	40	30000
54	Meter stuff	04	2500
55	Altimeter	02	2500
56	Stop watch	03	3000
57	Video camera (zoom)with apparatus	02	80000
58	Land-sat-imaginary map	10	50000
59	Mirror stereoscope	10	30000
60	Other remote sensing equipment		500000
61	Topo sheets	600	30000
62	Wall maps	50	10000
63	Charts	30	3000
64	Models	50	10000
65	Relief map(three-dimensional)	10	50000
66	First aid box	02	1000
67	Type writer(electronic)	01	30000
68	Computer etc		300000
69	Furnishing chamber		80000
	TOTAL		22,96,000

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ANNEXURE "B"

REQUIREMENT FOR PHYSICAL EDUCATION DEPARTMENT

Sl No.	Area of Physical Education	Estimated cost in Rs.
1	Athletics	592800
2	Badminton	82000
3	Basket Ball	224700
4	Boxing	444300
5	Cricket	445300
6	Foot ball	156400
7	Gymnastics	191100
8	Hockey	398000
9	Handball	70000
10	Table Tennis	223000
11	Throw-ball & Net-ball	28800
12	Tennis	270000
13	Volley-ball	168700
14	Water-polo & Swimming	62500
15	Weightlifting and Conditioning	970000
16	Miscellaneous	140000
17	Sports Mats	1270000
18	Jumping Pit	800000
19	Dummy Wrestler	100000
20	Indoor Games, Cultural Activities, Public Address System, etc	98000
	TOTAL	67,35,600

PROJECT PROPOSAL - 4

ON

**DISTRICT INSTITUTES OF
EDUCATION AND TRAINING
(DIETs)**

WEST & SOUTH TRIPURA DISTRICTS

State Perspective Plan for Teacher Education

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**FORMAT OF PREPARING STATE LEVEL PERSPECTIVE
PLAN FOR ELEMENTARY TEACHER EDUCATION**

**PART-I
BASIC INFORMATION**

Information given as on: **April, 2003** (Mention reference date)

A. BASIC STATISTICS:-

A.1 Name of the State	TRIPURA
A.2 Population (2001)	
(i) Total	31,91,168
(ii) Percentage of (a) SC	16.36
(b) ST	30.95
A.3 Number of districts	04
A.4 Number of blocks	40
A.5 Literacy Rate (2001)	
Male	81.47
Female	65.41
Overall	73.66
A.6 Structure of the Elementary Stage in the State:-	
Classes included in Primary Stage:	I to V
Classes included in Upper Primary Stage:	VI to VIII

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**FORMAT OF PREPARING STATE LEVEL PERSPECTIVE
PLAN FOR ELEMENTARY TEACHER EDUCATION**

**PART-I
BASIC INFORMATION**

(Information given as on: **April, 2003** (Mention reference date))

A. BASIC STATISTICS:-

A.1 Name of the State TRIPURA

A.2 Population (2001)

(i) Total 31,91,168

(ii) Percentage of (a) SC 16.36

(b) ST 30.95

A.3 Number of districts 04

A.4 Number of blocks 40

A.5 Literacy Rate (2001)

Male 81.47

Female 65.41

Overall 73.66

A.6 Structure of the Elementary

Stage in the State:-

Classes included in Primary Stage: I to V

Classes included in Upper Primary Stage: VI to VIII

A.7 Classes at which different languages are included at the Elementary Stage:

First Language: Bengali, Kokborok, Bishnupriya Manipuri, Manipuri, Chakma, Halam Kuki, Lushai, English, Hindi, Arbi from **Class I**

Second Language: Bengali, Kokborok, Bishnupriya Manipuri, Manipuri, Chakma, Halam Kuki, Lushai, English, Hindi, Arbi (The language which is not offered as First language) from **Class III**

Third Language: Bengali, Kokborok, Bishnupriya Manipuri, Manipuri, Chakma, Halam Kuki, Lushai, English, Hindi, Arbi (If not taken as First and Second language) from **Class VI**.

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**A.8 Number of Elementary Schools and AE/NFE Centres in the State in 1
2001-2002:**

Type of Institution	No. of Institutions managed by						No. of Institutions exclusively for girls out of those in col.7	Break-up of the total given in col.7 according to medium of instruction		
	Government			Private				Medium (B)	Medium Eng.	Medium Kokborok
	Aided	Un-aided	Total	Aided	Un-aided	Total				
2	3	4	5	6	7	8	9	10	11	
1 Elementary Schools										
(a) Primary Schools/Sections	2095	10	8	18	2113		1359	26	720	
(b) Middle (Upper Primary) Schools/Sections	432	4	10	14	446		412	20	nil	
Total Elementary Schools (a + b)	2527	14	18	32	2559		1771	46	720	
2 Non-Formal Education Centres			200		200	200	200			
3 Adult Edn. Centres										

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A.9 Enrolment Trend

	2001 -2002	2005-06	2006-07	2011 - 2012 (Proposed/Con- templated XII Plan Target)
1	2	3	4	5

a. Enrolment in Schools

(i) Classes I - V	460507	494403	501879	539520
(ii) Classes VI - VIII	165591	164252	166715	178385
(iii) Classes I - VIII (i + ii)	626098	658655	668594	717905

**b. Learners in Non-Formal
Education System.**

- (i) Primary
- (ii) Middle/Upper Primary
- (iii) Total (I + ii)

c. Gross Enrolment Ratio (G.E.R)

(in percentage)

- (i) 6-11 years (in relation to population) 127.38%
- (ii) 11 - 14 years 69.84% (in relation to total population)
- (iii) 6 - 14 years 16.37%

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A.10. Number of Teachers / Instructors (2005-2006)

	No. of Teachers/Instructors in Institutions run by					All categories
	Govt.	Local bodies	Non-Govt. Organisations		Total	
			Aided	Un-aided		
1	2	3	4	5	6	7 (=2+3+6)
a. Primary Schools/Sections	17551		70	72	142	17693
b. Middle Schools/Sections						
Total for Ele. Schools (a + b)						
e. NFE Instructors						
f. AE Instructors						

State Perspective Plan for Teacher Education

A.11 Size of backlog of Underqualified and Untrained Teachers

a. Eligibility criteria followed in the State in appointment of Elementary Teachers.

Category of Teachers	Minimum qualifications prescribed for appointment	
	Academic	Professional (Trg)
(iii) Primary Teachers	Madhyamik	UGT
(iv) Upper Primary Teachers	Graduate	B.Ed.
If pre-service training is not compulsory for appointment as teachers, please give reasons:	There is no provision of Pre-service training course.	

State Perspective Plan for Teacher Education

b. Underqualified and Untrained Teachers:

Category of Teachers	Number not possessing above qualifications	Out of col.2, no. of teachers who have undergone a suitable content upgradation-cum-trg. prog. To remedy lack of qualification and pre-service trg. Or who have been otherwise exempted from earning prescribed qualification and undergoing pre-service trg.	Net no. of teachers who are underqualified as well as untrained.
1	2	3	4
Primary Teachers	NIL	NA	NA
Upper Primary Teachers	NIL	NA	NA
Total (Elementary Teachers)			

c. Qualified but Untrained Teachers

Category of Teachers	No. of Untrained Teachers	Out of col. 2, no. of teachers exempted from undergoing trg.	Net no. of untrained teachers.
1	2	3	4
Primary Teachers	13,049	—	13,049
Upper Primary Teachers			
Total (Elementary Teachers)			

State Perspective Plan for Teacher Education

A.12 Teacher Pupil Ratios (2001-2002)

- | | | |
|----|--------------------------|--------|
| a. | Primary Schools/Sections | 1 : 26 |
| b. | Middle Schools/Sections | NA |

Overall ratio for Elementary Schools

- | | |
|----|---------------|
| e. | N.F.E.Centres |
| f. | A.E.Centres |

State Perspective Plan for Teacher Education

A.13. Elementary Teacher Education Institutions (ETEIs) in the State (2004-2005)

Category	No. of Institutions		Annual Intake Capacity of Pre-service Teachers
	Total	Exclusively for girls	
1	2	3	4
(i) Govt.	4	Co-educational	600 (proposed)
(ii) Non-Govt. aided	NIL	NA	NA
(iii) Non-Govt. Untrained	NIL	NA	NA
TOTAL	4		600 (proposed)

B. SYSTEM OF ELEMENTARY TEACHER EDUCATION (E.T.E) IN THE STATE.

B. 1. Who controls ETEIS at:

(a) State level:

- | | | |
|-------|------------------------|------------------|
| (i) | Administrative aspects | State Government |
| (ii) | Academic aspects | State Government |
| (iii) | Overall | State Government |
| (d) | Divisional level | None |
| (e) | District level | None |

Kindly attach a brief note on the administrative set-up for Elementary Teacher Education in the State, if necessary.

The Elementary Teacher education in the State is divided into two segments – the Primary Teacher Education for those who teach classes I to V and Secondary Teacher Education for those who teach classes VI to XII. Teachers teaching classes I to V are sent for Under Graduate Training at DIETs under the administrative control of the Directorate of School Education; and teachers teaching classes VI to XII are sent for B Ed. Degree to the Institute of Advanced Studies of Education under administrative of the Directorate of Higher Education. The DIETs are under academic control of the SCERT and the IASE is under the academic control of Tripura University. All the training institutions in the State are duly recognised by the national council for Teacher education.

B.2 Please give the following information regarding the Pre-service training course for Elementary Teachers in the State :

(a) Duration

One year for Under Graduate course at DIETs for Primary Teachers teaching classes I to V. One year for B. Ed. Course at ISAE for teachers teaching classes VI to VIII.

(b) Minimum prescribed qualification for admission

Class X passed for UGT training and Graduate for B. Ed.

(c) Mode of selection of candidates for admission to pre-service training programme:

At the moment, there is no facility for pre-service training in UGT course because only those teachers are sent for this training who are serving in school system of the State and they are untrained. However, in near future the in-service facility may be provided to such persons who are academically qualified and aspire to be primary teachers. In that eventuality their admission would be based on merit and reservation policy of the State Government.

For B. Ed. Course pre-service facility is being provided to a limited number candidates for the last 8 (eight) years. The selection is made on the

State Perspective Plan for Teacher Education

basis of overall merit and reservation policy of the State Government.

(d) % of seats reserved, if any, for;

(i) SCs	16%
(ii) STs	32%
(iii) Women	NIL
(iv) Others (Pl. specify) PH/Ex-serviceman	02%

(e) Is any preference/weightage given to candidates from rural/remote areas?

If yes, pl. give details.

NO

(f) Name of the qualification (Diploma/Certificate, etc.) which trainees earn on successful completion of the course:

UGT / B. Ed.

(g) Who lays down the syllabus, conducts external examination and awards diploma/certificates, etc.?

(i) In case of UGT, the syllabus, conduct of examinations award of certificates, etc. are done by SCERT.

(ii) In case of B. Ed. All these are done by Tripura University.

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(h) Are the course contents and design in accordance with NCTE guidelines ? Yes

)i) Does SCERT play any role in determining content, design, etc. of the course ? If yes, pl. give details. Yes

It has been stated above that SCERT has the academic control over DIETs, as such the framing of syllabus including determining the content area as well as the professional modalities are done by it.

B.3. Who fixes annual intake of pre-service trainees for The ETEIs of the State, and in what manner?

The annual intake of the institutions is determined by the NCTE as per its norms and standards.

B.4. What is the system of pupil evaluation in the Pre-service training course?

(i) Weightage given to internal assessment and external exam.

- *UGT: Out of 1000 marks 835 marks are for external evaluation and 165 for internal evaluation.*
- *B. Ed.: Out of 1000 marks 900 marks are for external evaluation and 100 for internal evaluation.*

(iii) Method of internal assessment.

It is progressive evaluation by the concerned teachers. It is done even during the process of the work performed by the students. It is also done on the basis of oral tests and periodical tests.

(iii) Periodicity (Annual/Semester) and Scheme of external exam.

Annual

B.5 What is the system of recruitment (qualification and selection procedure), training, posting and cadre management of academic staff in Govt. ETEIs ? Kindly attach a brief note.

The qualifications of the teaching faculty is determined as per provisions of the Recruitment Rules of the State Government. As all teaching posts are Gazette, the selection is done by the Tripura Public Service Commission. On recommendations of the Commission the State department of School Education (in case of DIETs) and the Department of Higher education (in case of IASE) appoint them. The entire teaching faculty are under administrative control of the Education department and their services are governed by the Civil Service Rules of the State Government.

- B.6 What is the system of granting recognition and financial aid to, supervision of and fixing intake for non-governmental institutions for E.T.E. ?**

Kindly attach a brief note.

As there no such training institutions in the State, it is not applicable

- B.7 Has the State Board of Teacher Education been set up? If yes, please give its membership, functions and a note regarding its activities in the last three years.**

There is no State Board of Teacher education in the State

- B.8 What are the existing arrangements for in-service training of elementary teachers ? Give a note on the duration and content of courses, method of selection of teachers and agency and system of conducting these programmes at State, district and lower levels. If there exist any Centres of Continuing Education/In-service Training Centres for Elementary Teachers in the State, please attach their list. Also indicate rates of TA/DA paid to the participants in these courses. Kindly attach a brief note.**

There are different types of in-service training programmes for elementary stage teachers.

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These programmes are organised under various schemes of central agencies such as MHRD, NCERT, NIEPS, etc. The duration and content of courses vary according to nature and norms of various schemes. The selection of teachers is done by the Directorate of school education in consultation with the field offices and also as per convenience of the individual institutions. The determination of agencies at different levels for conducting the course is done by the SCERT. It may please be noted that the SCERT is the nodal agency of the State relating to any training programme. There are no separate Centres, whatsoever, in the State for imparting training. The rates of Ta / DA given to participants vary from time to time and from course to course. They are paid at the rates prevalent at the time of training.

- C. **SYSTEM OF TRAINING OF HEADS OF ELEMENTARY SCHOOLS AND BLOCK LEVEL OFFICERS OF EDUCATION DEPARTMENT. WHAT ARE THE ARRANGEMENTS FOR PRE-SERVICE AND IN-SERVICE TRAINING OF HEADS OF ELEMENTARY SCHOOLS AND BLOCK LEVEL OFFICERS OF EDUCATION DEPARTMENT? KINDLY ATTACH A BRIEF NOTE.**

There has been no such training programme in the State as noted above. However, recently the Education department has started training of such heads of institution, who have been selected by the State Public Service Commission. These heads are first trained in an intensive training programme and thereafter, they are given actual postings.

D. SYSTEM OF TRAINING OF AE AND NFE FUNCTIONARIES

D.1. What are the Organisational arrangements for Pre-service and in-service training of Instructors And supervisors of AE and NFE ? Kindly attach A note.

There is no such arrangement under the control of the Department of Education.

D.2. Please give names of institutions working as state Resource Centres (SRCs) for AE and NFE in the State:

Not Applicable

Category	Name and address of SRC	Year since which working at SRC
3. AE		
4. NFE		

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D.3	Kindly give a note on course content, duration and agency responsible for conducting pre-service and in-service training programmes for (i) AE and (ii) NFE instructors and supervisors in the State.
-----	--

As stated above there is no arrangement for training of instructors and supervisors of AE and NFE under the control of Education Department.

E. EDUCATIONAL TECHNOLOGY

E.1. Activities of SIET/ET Cells in the State:

No, the State does not have either of the above

- (i) Does the State have an SIET/ET Cell/Neither (Pl. tick)
- (ii) If the State has an ET Cell, which organisation of, if a part of (e.g. SCERT, Directorate of Education, etc.) ?
- (iii) Please give a resume of the achievements of SIET/ET Cell so far, with special reference to production/replication of:
 - (6) Slides
 - (7) Audio Programme
 - (8) TV Programmes
 - (9) Video replication of TV/original programme
 - (10) Films

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E.2 Availability of AV Aids in Schools

Facility	No. of Elementary Schools					Position of supply of items to schools covered under ET Scheme
	Possessing the facility in 2001-02	For which Central assistance sanctioned under the ET Scheme				
		1999-2000	2000-2001	2001-2002	Total	
6. Radio-cum-Cassette Player	84			3.45 Lacs	3.45 Lacs	Total supplied
7. Radio	NIL					
8. Blank Cassette	84					
9. T. V. set.	20					
10. Any other Audio-visual equipment e.g. Film Projector, etc. (Pl. specify)						

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E.3. Position of Educational Broadcasts/Telecasts relevant for Elementary and Adult Education

	No. of districts which receive		Periodicity of telecast/broadcast		Approx. duration for per telecast/broadcast	
	For Ele. Education	For Adult Education	For Ele. Education	For Adult Education	For Ele. Education	For Adult Education
3. Telecast	NIL	-	-	-	-	-
2. Broadcast	04		Twice a week		20 minutes.	

E.4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of Educational Technology:

Educational Technology has not yet developed as a separate organisational set up in the State.

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F.	PUPIL EVALUATION SYSTEM: What are the organisational arrangements and systems for conducting learner evaluation at: (iv) terminal classes of primary and middle schools (v) terminal classes of primary and middle NFE Centres, and (vi) terminal stage of AE Centres ? Pl. attach a brief note.

There is no separate organisational set up or system for evaluation of students at terminal classes of primary and middle schools. Recently, some nodal schools have been identified with a cluster of many primary, middle and high schools. The system of Question Bank has also been introduced for evaluation of learners. However, the half yearly and other terminal examinations are conducted by individual schools. Relating to primary and middle non-formal centres the evaluation is done by the centres themselves; and the same is the case with Adult Education Centres.

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G. STATE BUDGET FOR TEACHER EDUCATION PROGRAMME

Kindly give the following information from the budget of Education Department for Elementary Education Programme of the State

(Rs. in lakh)

Item	Annual Expenditure			Estimated Expenditure 2003-04
	1999-00	2000-01	2001-02	
(a) Recurring:				
1. Pay & Allowances	139.63	296.66	372.74	451.00
2. Pre-service programme				
3. In-service programme				
4. Other Contingencies/ Programmes/Activities	2.46	5.83	3.63	4.50
5. Grants to non-Govt. Institutions				
6. Other items (Please specify) <i>Scholarship, Stipend, etc.</i>	11.31	29.09	9.21	11.10
Total: (a)	153.40	331.58	385.58	466.60
(b) Non-Recurring: (Please specify the items) _____ _____ _____				
Total: (b)				

PART-II

DISTRICT-WISE ABSTRACT OF EXISTING ELEMENTARY TEACHERS EDUCATION INSTITUTIONS

H. TO BE PREPARED ON THE BASIS OF DATA COLLECTED IN THE INSTITUTIONAL STATUS REPORTS (Annex.9)

District	Name & Address of the Institution	Management Govt. / Non-Govt. aided / Unaided.	Year of Establishment	Meant for (Boys/Girls/Co-education)	Distance from Dist. Head Qtrs. (in Kms.)	Sanctioned Annual Intake of pre-service trainees.
1	2	3	4	5	6	7
Tripura West	DIET, PO - Abhoynagar Agartala, Tripura, PIN - 799005	Government	1952	Co-educational	00 KM	150 - all in-service trainees
South Tripura	DIET, PO - Kakraban Udaipur	Government	1958	Co-educational	14 KM	100 - all in-service trainees

Enrolment					Physical infrastructure					
I year	II year (in case of two years course)	Total	Ownership of Insti. Campus	Total campus area in Acres)	Carpet area of the Inst. Bldg. (in sq.ft.)	Hostel		Library	Availability of equipments for teaching	
						Ownership	Intake capacity			
8	9	10	11	12	13	14	15	16	17	18
150	-	150	Govt	10	5689	Govt	150	14000	Two Sc Labs	All necessary equipment
100	-	100	Govt	15	6549	Govt	200	10000	Two Sc Labs	All necessary equipment

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Staff position				Whether proposal for being		
No. of teaching posts (including Principal)		No. of staff members who		Upgraded to DIET	Retained without such upgradation	
Sanctioned	Filled up	Do not possess prescribed qualifications for their posts	Are above the age of superannuation followed in Govt.			
19	20	21	22	23	24	25
20	04	NIL	NIL	NA	NA	
20	02	NIL	NIL	NA	NA	

If identified by Task Force and State Govt. as a sub-standard or malpractising institution.		
Nature (whether sub-standard, malpractising or both)	Action taken / being taken for phasing out	Date / likely date of closure
26	27	28
NO	NA	NA
NO	NA	NA

N.B. 1. Total must be struck in cols.2, 7, 10 and 23 - 25 for every district and for the State as a whole.

4. Entries relating to institutions identified for being passed out should be **underlined in red.**

PART-III

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE TRAINING REQUIREMENTS FOR ELEMENTARY (PRIMARY) TEACHERS OF THE STATE AND FOR TAKING ACTION AGAINST INSTITUTIONS WHICH MAY BE SUB-STANDARD ETC.

I. Estimation of Annual Requirement of Pre-service Training of Elementary (Primary) Teachers During 2003-2008

(The method of estimation indicated in the table below is only suggestive, if it is not found suitable, States may devise an appropriate method)

Elementary (Primary) Teachers as on 2001			No. of Elementary (Primary) Teachers' posts.				
Total No.	No. of under qualified & untrained Teachers	No. of qualified but untrained teachers	2000-01	2001-02	2002-03	2003-04	Average during last 4 years
1	2	3	4	5	6	7	8
17693	NIL	13049	17693	17693	17693	18808	17971

Average No. of posts likely to be created annually during		No. of trained unemployed teachers as on 1.4.2004	State Govt's Plan for liquidating backlog of underqualified/under-trained teachers		Projections regarding employment of trained, unemployed teachers	
2004-05	2005-2010		No. of years in which will be done	No. which will be trained annually	No. of years in which likely to happen	No. likely to get jobs annually
9	10	11	12	13	14	15
1115	5575	Nil	5	2500	5	1115

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Estimated No. of Primary Teachers posts as on 1.4.2006	No. of vacancies likely to arise due to attrition (death, retirement, resignation, etc.) annually during 2005-2010 (col.10) x attrition rate.	Estimated Annual Requirement of Trained Primary Teachers during 2005-2010 (col. 10+17+13x5-15xY/5)	Present Annual intake Capacity of ETEIs				Remarks
			Govt.	Non-Govt. aided	Non-govt. unaided	Total	
16	17	18	19	20	21	22	23
21038	5%	6000	250	-	-	250	-

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J. INSTITUTION-WISE ACTION TAKEN/INITIATED BY STATE GOVT. TO PHASE OUT ETEIS IDENTIFIED AS SUB-STANDARD OR ENGAGED IN MALPRACTICES:

District	Name & Address of ETEI Which State Govt. have decided to phase out on Task Force's recommendation	Annual intake of pre-service trainees	Reason for phasing out	Details of action taken/initiated by State Govt. against the ETEI	Date of actual/likely closures of the ETEI	Remarks
1	2	3	4	5	6	7
Not applicable						
Total No. of ETEIs decided for being phased out _____ (Total of col. 2 above) Total likely reduction in pre-service training capacity as a result of closures of institutions in col. 2 _____ (" " " ")						

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K. Action Plan for setting up of DIETs

Year	No. of DIETs proposed to be set up			Details of DIETs proposed to be set up population of				Annual intake of Pre-service Trainees.			
	Upgradation	New	Total	Dist./Group of districts which DIET will serve	Ele. (Pry) Teachers	AE Instructors	NFE Instructors	Name & location of ETEI which will be upgraded/Name of place where 'new' DIET will be established	In ETEI before upgradation	Proposed to be fixed for the DIET	Net change
1	2	3	4	5	6	7	8	9	10	11	12
	-	2	2	South Tripura & West Tripura	400 (200+200)		20	Belonia and Khumuwang	-	-	-
Total		2	2				20	-	-	-	-

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L. PLAN FOR MATCHING ANNUAL PRE-SERVICE INTAKE WITH ESTIMATED ANNUAL REQUIREMENT OF PRE-SERVICE TRAINING FOR ELEMENTARY TEACHERS DURING 2005-2010:

- (v) Present pre-service training capacity of all ETEIs of the State. NIL
It may be mentioned that the present intake of two DIETs of the State is 250 as approved by the NCTE. But all these seats meant for those teachers who are untrained and serving in Government or Government-aided schools. No fresh candidates are admitted for pre-service training.
- (vi) Net reduction likely to occur due to phasing out of Institutions as per Part III. NA
- (iii) Net change likely to occur due to establishment of DIETs. NA
- (vii) Likely Pre-Service Training Capacity in the State after (ii) & (iii) above (i + ii + iii) _____
- (viii) Estimated Annual Requirement of Pre-Service Training during 2005-2010 _____

(vi)	If (iv) is substantially more than (v), steps proposed to roughly match the two.		If (iv) is substantially less than (v), steps proposed to roughly match the two	
	Step	Likely resultant reduction in capacity	Step	Likely resultant increase in capacity
	1.Reduction in pre-service intake in existing ETEIs. 2. Conversion of ETEIs into centres meant exclusively for in-service edn. Of teachers. 3. Others (pl. specify)		1.Increase in pre-service intake in existing ETEIs. 2. Establiwshment of new ETEIs. 3. Others (Pl. specify)	
	TOTAL		TOTAL	

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NOT APPLICABLE

M. DETAILS OF ACTION PLAN TO PHASE OUT SUB-STANDARD AND MALPRACTISING ETEIS AND TO ROUGHLY MATCH DEMAND AND SUPPLY OF TRAINED ELEMENTARY TEACHERS:

NOT APPLICABLE

Action	Target	Detailed steps which will be taken to achieve the target	Time Frame		Fin. Implications		Arrangements made to meet fin. Requirements
			For each step given in col.3	For achieving target given in col.2	Non-Rec.	Rec.	
1	2	3	4	5	6	7	8
1. Phasing out of sub-standard and malpractising ETEIs.							
2. Liquidation of backlog of: (i) Underqualified and untrained teachers, if any (ii) Qualified untrained teachers, if any 3. Absorption of backlog of trained, untrained teachers, if any 4. Stopping recruitment of untrained teachers, if happening at present	(State approximate time frame within which this will be done)						
5. If the State is likely to have a substantial surplus/deficit in re-service training capacity after 1-4 above and establishment of targeted no. of ETEs, reduction/increase in such capacity so as to roughly match the demand and supply.	(State approximate time frame within which this will be done, giving the extent of mis-match, which will be (iv) -(v) of Item L)						

N. MEETING IN-SERVICE TRAINING REQUIREMENTS OF ELEMENTARY TEACHERS:

N.1. Based on the estimated figures of Elementary Teachers' posts in the State, as on 1.4.2005 (Col. 16 of the table in Item I), number of teachers who would have to be trained annually if all teachers in the State are to undergo at least one 'main' in-service training course every five years:

4000

N.2. Proposed arrangements for organising in-service training to the extent indicated in N.1:

Number which will be trained annually:

(iv)	In DIETs	3000
(v)	In other ETEIs and in-service Training Centres. (S.C.E.R.T)	1000
(vi)	At other suitable centres (Pl. indicate kinds of such Centres)	
(iv)	Total	4000

No.3. Number of Heads of Primary Schools to be trained annually if all such Heads are to be imparted at least one in-service training once in 3 years.

700

No.4. Proposed arrangements for organising in-service training to the extent indicated in N.3:

No. which will be trained annually in:

(i)	DIETs	1400
(ii)	Other suitable Centres - SCERT (Please indicate kinds of such centres)	1000
(iii)	Total	2100

The other suitable centres are the State Council of Education Research and Training, Agartala, the Institute of Advanced Studies in Education, Agartala and the Indira Gandhi Open University Regional centre, Agartala as well as some other centres to be established by the Education Department in its programme for clearing the backlog of untrained teachers with approval of the National Council for Teacher education.

PART-IV

**DECISIONS OF THE STATE GOVERNMENT ON CERTAIN MAJOR
ISSUES CONCERNING DIETs AND ELEMENTARY TEACHER
EDUCATION IN THE STATE**

- O. WOULD THE STATE GOVT. ADOPT FOR THE DIETS, THE MODEL GIVEN IN SECTIONS 2, 3-2, 6 OF THE GUIDELINES, OR SOME ALTERNATIVE MODEL? IN THE LATTER EVENT, PLEASE ATTACH A NOTE GIVING FULL DETAILS OF THE PROPOSED MODEL, AND ITS ADVANTAGES OVER THE ONE SUGGESTED IN THE GUIDELINES:**

The model adopted in the State for DIETs follows the same norms as specified in the Guidelines except the entry qualification and the duration of the course. The entry qualification of 12 passed and 2-year duration course for teaching classes I to VIII, is not being followed by the State. Rather, the State is following the model having entry qualification class X passed and one year training, for teaching classes I to V.

The rationale: *India being a Country following the federal structure of constitution and governance, has placed Education in the concurrence list having the jurisdiction both State and central Governments on Education. It is in strict observance of the democratic functioning of the Country. It may be mentioned that India is a nation having a great diversity in caste, creed, religion, language, tradition, culture, etc. to preserve the regional identity the federalism has been accepted as a theme of Indian Union. The education in this State has developed out of the erstwhile*

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system started by the Princely State of Tripura that merged with the Indian Union at the advent of the Independence. The existing system of education is a continuation of the same. The existing system of education has been, by now, deeply rooted in the ethos of the State in which class X passed with one year training are quite successful in imparting primary education from classes I to V.

It is pertinent to point out that the norms suggested in the guidelines mentions about XII passed and two year training sufficient to teach classes I to VIII. But in this State the practice is that class X passed with one year training would teach classes I to V and that graduate with one year B. Ed. Training would teach classes VI to VIII. Therefore, the qualification for teaching classes VI to VIII is much higher than the norms suggested in the guidelines. In opinion of the State Government the practice being followed in the State is, overall, is better than that suggested in the guidelines. Moreover, the system, by now has taken deep roots in the cultural, social and economic set up of the State.

It may further be mentioned that the State is not developed industrially. If the present system is replaced with one suggested in the guidelines, a lot of population with class X passed will go unemployed and the already worsened employment scenario in the State would go to worst and it may have many other complications.

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P.STAFFING

P.1. Proposed levels / Pay scales and recruitment modes for the main academic posts in the DIETs:

Post in the DIET	Post/Level in the State Education Dept. to which it will be equated	Proposed Pay Scale
1	2	3
5. Principal	Joint Director	Rs.10,650- 15,850/-
6. Vice---Principal, I/C Composite DRU	No post at the moment	
7. Sr. Lecturer	Dy. Director	Rs.10,000-15,100/-
8. Lecturer	District Inspector of Schools	Rs. 7,450-13,000/-

% of posts which will be filled up through and upper age limit (U.L.A.) for different recruitment modes

Mode 1		Mode 2		Mode 3		Mode 4	
%	U.A.L	%	U.A.L	%	U.A.L	%	U.A.L
4	5	6	7	8	9	10	11
All posts of Lecturer are filled up by direct recruitment through Tripura Public Service Commission	37 years	There is no fixed percentage for this mode. All or some posts of Sr. Lect. and Principal may be filled up under this mode	As specified in the Recruitment Rules	It is not followed by the State at the moment	NA	It is very much within the provisions of the RRs prepared for faculty members of various ranks of the DIETs	There is no fixed percentage for it. It all depends upon the availability at a particular time-frame.

Note: Please specify recruitment mode in brackets under Modes 1-4 above, and attach note giving procedural details of each mode.

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All the posts of teaching faculty are Gazetted posts. These posts are governed by the Tripura Civil Service Rules as enforced from time to time.

Whenever, the posts fall vacant, the Department of Education sends details of qualifications and experience about the posts to the Tripura Public Service Commission. Thereafter, the Commission recommends the names of the persons selected by it to the Education Department. The Education Department after following a set principles of recruitment, appoints the candidates against the specific posts for which they are selected.

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P.2. Proposed Post-wise Eligibility Criteria

Branch	Name of post in the DIET	Will State follow eligibility criteria given in Annex. 12 of the Guidelines ?	If not alternative eligibility Criteria that will be prescribed for appointment to the post		Re marks
			Educational and professional qualification	Experience	
1	2	3	4	5	6
1. PSTE	1. Principal	No	Master Degree and M.Ed.	10 years	
	2. Sr. Lecturer	No	Master Degree and B.Ed Preferably M.A.	5 years.	
	3. Lecturer (i) Education (ii) Psychology (iii) English (iv) Bengali (v) Kokborok (vi) History (vii) Geography (viii) Physical Education (ix) Physical Science (x) Life Science (xi) Music (xii) Art (xiii) Maths	No	Master Degree and B.Ed Preferably M.A.	5 years	

P.3. Proposed Training Arrangements for the DIET Faculty

Please attach a note spelling out how and through which Institutions the State Govt. proposes to impart induction and continuing training to the faculty that would work in the DIETs.

The training and orientation of the faculty teaching in DIETs would be done through many agencies. These agencies include the NCERT, NIEPA, RIEs, State Education Department, Tripura Board of Secondary Education. Recently, the College of Teacher Education at Agartala has been upgraded and strengthened as Institute of Advanced Studies in Education by the MHRD and Government Notification to this effect has already been made. As such, The IASE, Agartala would serve as a nodal agency for training, orientation and induction programmes for the teaching faculty of the DIETs. The State Council of Educational Research and Training will also contribute in this direction.

P.4. Cadre Formation and Management

Please give a brief note regarding proposed cadre formation and career prospects for persons who would be recruited to the DUIET posts mentioned above, also indicating the status of framing Recruitment and Service Rules for them. If the Draft/Final Rules are ready, a copy thereof may please be attached.

*It may be mentioned here that there are already two DIETs, which are functioning in the State for a considerable length of time. The provisions of cadre formation and career prospects and advancement have already been taken care of. The Recruitment Rules for all the teaching posts of DIETs have already been frames and implemented by the Education Department. The recruitment are being made as per these Recruitment Rules. It may be mentioned that the Recruitment Rules for other, on-teaching posts are not separately made for the staff of the DIETs; in their cases the Recruitment Rules of Tripura Civil Services are applied. Moreover the non-teaching staff are not appointed DIET-specific; rather, they are posted to DIETs out of general pool of employees. Such staffs are liable to transfer from DIETs to other establishments of the Education department. Copies of the Recruitment Rules are attached at **Annexure A**.*

2. AGENCIES IDENTIFIED FOR CONSTRUCTION WORK

Q.1. Which agency/agencies will be entrusted construction work under the Scheme?

The State Government has its own modes for selection of agencies for construction works. It is decided by the concerned Ministry of the Government, in the present case the Education Department, in consultation with the State Public Works department. Generally, it the State Public Works Department or the Central agencies such as. National Project Construction Corporation, Limited. National Building Construction Corporation, Limited, State Housing Board, etc are given the task of construction. The whole matter is decided through open tender. The final decision is made at the higher levels in the Government as per specified rules and norms of the Government.

Q.2. On what terms will it/they carry out construction work for the Education Department?

The terms and conditions for the construction work are clearly decided before allotting the work to any construction agency. These are distinctly specified in the terms and conditions. The construction agency and the State Government sign an agreement document, which become binding on both. The terms and conditions are finalised keeping into consideration the quantum of work, the availability of fund, the time allowed for the construction work, the geographical location of the construction site, the availability of construction materials, the approach to the construction location, etc. Therefore, it is hardly possible to spell out the terms and conditions to be followed by the construction agency, right now.

Q.3. Please state current rates of construction cost per sq. mtr. In different parts of the state, for Govt. buildings, spell out measures proposed to be taken to effect maximum possible economy in DIET buildings vis-à-vis such costs, and indicate at what rates it will be possible to construct DIET buildings in various parts of the State.

It may be mentioned that the geographical location of Tripura is such that the communication and transportation is very difficult. The construction materials are transported from outside the State - either from Kolkata, 1680 km. away or from Guwahati, about 700 km. away. Naturally, the cost of construction is very high in comparison to other areas of the North-eastern region. At the moment, the construction cost is Rs. 10,000 per sq. mtr.

Relating to the economy measures to be taken in the construction works by the State Government it may be stated that the norms suggested in the guidelines would be taken into consideration to the extent as permissible under the local conditions. It may further be stated that the work done by an agency is closely supervised by the Engineering Cell of the Education Department, Government of Tripura.

Q.4. How will it be ensured that construction work get completed on schedule and there are no cost escalations due to delay?

It has been stated above that an Agreement is signed between the State Government and the construction agency in which all terms and conditions are specified distinctly. In the document the span of time allowed for construction is given. The construction agency is bound to complete the work within that period. Therefore, there may be no question of delay. However, a clause is also added to the document in which it is specified that the agency will not charge additional money for any escalation in cost.

R. ARRANGEMENT FOR PURCHASE OF EQUIPMENT

R.1. *What will be the mode of purchase (Procedure for fixing suppliers, mode of delivery to institutions, etc.) of the following kinds of equipment for DIETs:*

- (x) Furniture*
- (xi) Books*
- (xii) Audio-visual Aids*
- (xiii) Computers*
- (xiv) Science Equipment*
- (xv) Work Education Equipment*
- (xvi) Art Education Equipment*
- (xvii) Sports and Physical education Equipment*
- (xviii) Other Equipment.*

The purchase of goods, articles, equipment and other materials is a common exercise of the Education Department, Government of Tripura. There are certain set procedures for procurement of materials mentioned above. With the approval of the proper authorities in the Education Department the quotations are invited through tender. Then appropriate Purchase Committee considers the details of the bids and identifies the suppliers out of the bidders. In this process of identification the main emphasis is laid on the price and quality. Considering these two dimensions the Committee decides about the suppliers. After the goods and materials are supplied and after proper verification about workability and quality and also after entering

them into appropriate Stock Registers, the bills are preferred to the Treasury for encashment and payment is made direct to the suppliers if the amount is Rs. 5000/= or above.

R.2. How will it be ensured that purchases are made in a fair manner and quality goods are supplied to the DIETs on scheduled:

The fairness in the deal is guaranteed by the procedure laid down in the financial rules of the State Government. According to it, the tender is floated for information of all concerned. However, when the articles are purchased from the manufactures or the authorised dealers of a manufacturer at the catalogue price, no tender is floated. But in case there are more than one authorised dealer in the locality, the restricted tender is floated meant for those dealers only who are concerned with the manufacturer.

The quality of goods is taken care of by the Expert Committees set up for the purpose. This Committee checks the specimens for selection of quality goods. Thereafter, after the supply is completed by the supplier, the articles are checked by the same Committee to ensure if the supply is as per the specimen approved by the Committee. Only after it the process of payment starts.

S. DEVELOPMENT OF EXEMPLAR PACKAGES FOR TRAINING PROGRAMME TO BE CONDUCTED IN THE STATE'S DIETS

S.1. Please list the main training programmes (besides pre-service teacher education course) which the DIETs of the State would conduct

In addition to pre-service teacher education course, the DIETs would conduct the following training programmes for orientation and teaching skills upgradation of teachers:

- (ii) The special orientation programme of primary teachers under the Centrally sponsored scheme of SOPT under the guidance of NCERT.*
- (iv) The training programme of science teachers under Improvement of Science Education in Schools under the Centrally Sponsored Scheme of MHRD.*
- (iii) The short course programme for special orientation of teachers in different content areas, such as Language (English and Bengali), Mathematics, Science and Environmental studies. This programme is done with the financial assistance earmarked for DIETs by the MHRD under Recurring Grants. The nature and design of this programmes differ from time to time depending upon needs and requirement of the teachers.*

S.2. Please indicate names of agencies which would develop exemplar packages/guidelines for above programmes, and indicate a time-frame for their development.

The guidelines and packages for the above mentioned programmes are prepared by different agencies. Sometimes the guidelines and packages are forwarded to the DIETs by the central agencies like MHRD and NCERT. It happens when the programmes are sponsored by those agencies. In addition to it these guidelines are also prepared by SCERT and IASE. It is done in case the programmes are conceptualised at the state level relating to the felt need of primary education. Relating to time frame for development of packages and guidelines it may be stated that it depends upon the depth and extension of the programme. The time frame is also subject to availability of experts in SCERT and IASE. Sometimes, expertise of required from outside the State. In that case the time frame is a bit more than the usual.

T. PLEASE STATE WHAT THE RELATIONSHIP OF THE DIETS WILL BE WITH

VII. Distt. Board of Education (If set up)

At the moment there is no District Board of Education in the State. If and when the Boards are set up the relationship with DIETs will be formulated.

VIII. SCERT

Administratively DIETs are under control of the Directorate of School Education. But academic control on DIETs is exercised by the SCERT. The SCERT also controls the examination and evaluation system, of DIETS. The certification of student of DIET is done by the SCERT. In addition to it, there is a close bi-lateral relationship with the DIETs and SCERT. In case of any improvement to be effected in DIETs the proposal to central agencies are sent by SCERT through appropriate authority of the Government, i.e. Education Department. A sort of coordination has been developed between DIET and SCERT in the matters relating to professional and academic areas.

IX. STATE RESOURCE CENTRE (SRC)

The main business of any Resource Centre is to educate children who are not in the system of formal education in school. In this context the SRC also deals with children of primary stage. The DIETs also deal with primary education. Thereby, the target group of both, the SRC and DIETs is the same. The problems faced by SRC are profitably discussed with the faculty members of DIETs for better solution. The DIETs are in a suitable position to extend professional help to SRC in dealing with the problems faced by SRCs. In a nut shell, it may be stated that both, the SRC and the DIETs, are complementary to each other.

X. Directorate of School Edn.

As stated above, DIETs are under direct administrative control of Dept. of School Education. The recruitment of faculty members is done by it. The infrastructural facility and all other assistance to DIETs are provided by this Department. The non-teaching members of staff are posted in DIETs on the basis of transfer from different establishments of the Department. The allocation of funds for running the DIETs is also provided by the Department of School Education.

XI. Directorate of Adult/Non-Formal Education

There is no such separate department in the State. The adult education and non-formal education are taken care of by the Dept. of School Education and also by the Dept. of Social Education. The relationship between DIETs and School Education has already been stated above, thus, it takes care of the dimension adult education and non-formal education to the degree dealt with by the Dept. of School Education. The relationship with Dept. of Social Education is occasional. In case, some special programmes are organised under the auspicious of Dept. of Social Education and the help of DIET is required, it is readily provided.

XII. Dist. Level Officer in charge of Elementary Education AE& NFE.

In the administrative set up of the State the DIETs do not have, at the moment, any relationship with District Level Officer in charge of Elementary Education. However, for conducting the teaching practical course DIETs deliberate with the District Level Officer for getting approval to conduct practice teaching in primary schools.

In particular, please state:-

- (c) to whom DIETs will be immediately accountable for academic and administrative / financial matters, and**

As already stated above, DIETs will be immediately accountable in case of academic matters to the Director, SCERT, and in case of administrative and financial matter it will be accountable to the Budget and Planning Section of Dept. of School Education. However, there are certain areas where the financial monitoring is done jointly by the SCERT and dept. of School Education. It is done in case of DIET fund which is allocated by central agencies through Dept. of School Education via SCERT

- (d) how it would be ensured that elementary teachers and AE/NFE functionaries are systematically sponsored for training in DIETs.**

The sponsorship of trainees in DIETs is done by the Dept. of School Education. This deputation of teachers for undergoing course in DIETs is done as per set rules and regulations contained in the Notification of the Govt. The special features of these rules are the seniority in service and seniority in academic qualification. The deputation is further subject to reservation policy of the State Government. As such, the fairness in sponsorship of candidates to DIETs are guaranteed.

U. DIETS ARE EXPECTED TO BE GIVEN ADEQUATE FUNCTIONAL AUTONOMY- E.G. IN RESPECT OF ACADEMIC, ADMINISTRATIVE AND FINANCIAL MATTERS. PLEASE STATE WHAT STEPS WILL BE TAKEN TO ENSURE THIS.

Relating to giving autonomy to DIETs in the academic field within general frame determined by the State should not be any problem. It may be mentioned that the DIETs are establishments of the State Govt. and they function as any other agency of the State Govt. Therefore, they will have to follow the rules of the government made for various organisations. However, within the rules of the State Govt. the DIETs will be given complete freedom to function. Relating to financial matter the DIETs would be free to function within the norms and standards framed by the Dept. of Finance of the State Govt.

V. STATE GOVERNMENT WILL ALSO BE EXPECTED TO CARRY OUT OTHER NECESSARY REFORMS IN THE ELEMENTARY TEACHER EDUCATION SYSTEM SIMULTANEOUSLY WITH IMPLEMENTING THE DIET SCHEME. PLEASE ATTACH A NOTE STATING WHAT REFORMS THE STATE GOVERNMENT PROPOSE TO INTRODUCE. FOR EXAMPLE, ARE ANY REFORMS PROPOSED IN REGARD TO THE FOLLOWING MATTERS FOR THE PRE-SERVICE COURSE

As stated above, the pre-service course in DIETs has not yet been established; but the State Govt. has decided to provide facility for pre-service teacher education for teaching primary classes in very near future.

ii. Duration

The duration of the course will be of 12 months. It has already been recognised and approved by the NCTE.

ii. Eligibility criteria and mode of selection for admission to the course.

The eligibility criteria for admission to the course will be class X passed. The selection for admission will be done on the basis of merit and also on the basis of the reservation policy of the State Government.

iii. Course content

The course content for Under Graduate Training (UGT) being conducted in the existing DIETs has been prepared by the SCERT and the same will be followed in the proposed DIETs.

iv. Course, methodology (incl. practice teaching, working with the community etc)

So far as the methodology of the course content is concerned, the course contains 1000 marks; out of which 575 marks are earmarked for theoretical part and 425 marks for practical part including the teaching practical mark. The working with the community is included in the practical segment of the course.

v. System of evaluation.

The evaluation is done by external and internal examiners. The external evaluation is done for 835 marks and the internal for 165 marks. The theoretical papers are essentially external evaluation. The practice teaching evaluation is also done by external examiner. The grand total of all the marks out of 1000 determines the Division and Rank of a candidate.

W. SEVERAL ETEIS WILL CONTINUE WITHOUT UPGRADATION INTO DIETS. PLEASE ATTACH A NOTE SPECIFYING STEPS THE STATE GOVERNMENT WOULD TAKE TO IMPROVE THEM, THE FINANCIAL IMPLICATIONS OF THE EXERCISE, AND NECESSARY FINANCIAL ARRANGEMENTS.

There are no ETEIs in the State which are to be discontinued. Therefore, the question of their management, improvement, etc. does not arise.

XI. GENERAL REMARKS:

It has been stated at appropriate places in this Project that the State is facing an unprecedented problems caused by a huge backlog of untrained teachers serving in its school system. This has been created over a long period, since the very beginning of the school system. With the growth of population, school and teachers the facilities for teacher education could not be created. To tackle the problem the State Government is leaving no stone unturned. Various models are being tried out, in consultation with the National Council for Teacher Education and Ministry of Human Resource Development who are really considerate about the problem.

Setting up more DIETs is one way to overcome the existing problem of backlog. It would also guarantee that further backlog of untrained teachers will not be created by way of appointing persons as teachers. It would help in providing training to fresh people who are interested in taking up teaching as profession.

In the light of the above, it is recommended that the Project for establishment of two DIETs be approved. It is may be mentioned that one DIET is proposed to be set up at the Headquarters of the Tripura Tribal Area Autonomous District Council. Another is proposed to be establish at the Southern corner of the State which would cater to the needs of the people of that area, full of hilly terrains.

PROJECT PROPOSALS

Reference date to which information given below pertains:-

Clauses of the Elementary stage at which different languages are introduced in the State. Language 1 () introduced at class I
 Language 2 () " " " " "
 Language 3 () " " " " "

I. Basic data about the Districts which the DIETs would serve

SL. No.	Particulars	Project I	Project II
1	Name of the district	Tripura South	Tripura West
2	Population in Laacs	7,62,565	15,30,531
3	Number of Primary school teachers		
	(i) Total number	3,162	4,131
	(ii) Number of teachers working in schools of Govt. and local bodies	3,162	4,131
	(iii) If because of multilingual character of the district, at least 5% of the children of the district study languages other than those listed above, details -		
	(a) Names of such languages	NA	NA
	(b) Number of teachers in the districts teaching above languages or teaching in such languages	NA	NA
	(iv) Number of elementary school teachers who neither possess prescribed academic qualification for their posts, nor have undergone a remedial in-service programme nor have been exempted from acquiring prescribed qualification	NIL	NIL
	(v) Number of elementary School Teachers who possess prescribed academic qualifications but are untrained, and have not been exempted from undergoing training.	2,332	3,047
4	No. of AE / NFE Instructors	-	-
	(i) No. of AE Instructors	-	-
	(ii) No. of NFE Instructors	-	-

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II. Basic data about the place where "new" DIET will be located

Sl No.	Particulars	Project I	Project II
1	Name of place where new DIET will be located	Belonia, South Tripura District	Khumulwing, West Tripura District
2	Ownership of land / hostel building	As these institutions are to be newly established, the State Govt. would provide land for it	
3	Campus area (if Govt. land) or Area of land <i>in possession of</i> Govt. where new campus is proposed to be built (in acres)	The State Government would provide land as per norms of the Guidelines for setting up of both the proposed DIETs	
4	Present annual intake in Elementary Teacher Training Course of one year duration	NA	NA
5	Carpet area of the existing Institute building (Academic and Administration Wings only)	NA	NA
6	Total number of seats in the existing hostels	NA	NA
	(a) Men's Hostel		
	(b) Women's Hostel		
	(c) Total		
7	Number of existing staff quarters for	NA	NA
	(a) Principal		
	(b) Other faculty		
	(c) Class III		
	(d) Class IV		
8	Number of books in the library	NA	NA
9	Number of following aids available in institute:	NA	NA
	(a) TV		
	(b) VCR		
	(c) Film Projector		
	(d) Radio / Cassette Player / two-in-one		
	(e) Overhead Projector		
	(f) Slide Projector		
	(g) Public Address System		
10	Whether the following are available at all:	NA	NA

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	(a)	Science Laboratory			
	(b)	Equipment for Craft / Work Experience / SUPW			
	(c)	Physical Education Equipment			
	(d)	Additional Educational Equipment			
11		Number of existing posts	NA		NA
	(i)	Teaching (including Principal)			
	(ii)	Non-teaching			
		(a) Class III			
		(b) Class IV			

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III. Structural Aspect:

Sl No.	Particulars	Project I	Project II
1	Proposal regarding DRU (Please enter as may be proposed as one of the following: "Fully in DIET", "Fully outside DIET")	"Fully outside DIET"	"Fully outside DIET"
2	If an NGO has been identified for functioning as DRU, its details:	NO	NO
	(a) Name and Location		
	(b) Will function as DRU for:- (AR alone / NFE alone / both)		
	(c) Status regarding sanction	NA	NA
3	Number of Language Lecturers proposed for DIET	03	03
4	If any other deviations are proposed in DIET staffing pattern vis-à-vis given in the Guidelines or the State Level Perspective Plan, details:	Yes	Yes
	(a) Particulars of deviation	Recruitment on the basis of expertise in the subject areas and not in the branch areas	Recruitment on the basis of expertise in the subject areas and not in the branch areas
	(b) Brief reasons for deviation	It is done to suit the local academic and professional interest	It is done to suit the local academic and professional interest

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IV. Outlays proposed for Buildings and Equipment

Area in sq. mtrs.
Cost @ Rs. 6,000 per sq. mtr.
Cost in Rs. Lacs

Serial number	Particulars	Project I	Project II
A	Civil Work		
1	Basic amenities in the campus	306.10 say 306.00	306.10 say 306.00
2	Special Repairs and alterations in the existing buildings	NIL	NIL
3	New Construction		
(i)	Institute Building (Academic / Administrative Wings)		
(a)	Proposed built up area	6414	
(b)	Proposed construction cost	385.00	385.00
(ii)	Hostel		
(a)	Proposed number of seats	Seats	
	Men's Hostel	100	
	Women's Hostel	100	
	Total seats	200	
(b)	Proposed built-up area	3455	
(c)	Proposed construction cost	207.00	207.00
(iii)	Staff Quarters; Number proposed for		
(a)	Principal	01	
(b)	Other faculty	14	
(c)	Class III	08	
(d)	Class IV	08	
(e)	Proposed built-up area	7564	
(f)	Proposed construction cost	454.00	454.00
(iv)	Total of New Construction (i+ii+iii)	1046.00	1046.00
4	Total A - Civil Works (1+2+3)	1352.00	1352.00
B	Equipment (inclusive of furniture)		
1	Library (Books, furniture & Equip.)	10.00	10.00
2	Labs. For Science & Psychology	15.00	15.00
3	Social Studies & Languages	6.00	6.00
4	Work Experience	2.00	2.00
5	Art Education	0.40	0.40
6	Physical Education	1.00	1.00
7	DRU	0.20	0.20
8	Computers	8.00	8.00
9	AV and other educational aids	7.00	7.00
10	Hostel	12.00	12.00
11	Classrooms, Faculty & Office rooms	10.00	10.00
12	Special Education (i.e. Education of	5.00	5.00

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	the Handicapped)		
13	Conference Public Address System with necessary fittings	5.00	5.00
Total (B) - Equipment		81.60	81.60
		say	say
		82.00	82.00
Total outlay proposed for <i>Buildings and Equipment</i> (A + B)		1434.00	1434.00

Cost Involvement of the Projects

Rs. in Lacs.

1. Building and Equipment	2868.00
2. Salary	146.00
3. Contingency	10.00
4. Total	3024.00
A. Non- recurring	2868.00
B. Recurring	156.00
C. Total	3024.00

Time Frame for Implementation

Please group the Project according to their nature

- (a) New Projects.
- (b) Upgradation Projects not requiring land acquisition.
- (c) Upgradation Projects requiring land acquisition, etc.

Both the Projects submitted relate to setting up of totally new DIETs. Therefore, they require acquisition of land. It may be pointed out that providing land will not be a problem. The State Government would provide sufficient land for establishment of DIETs as per norms of the Guidelines. It may further be pointed out that the areas in which the DIETs are proposed to be set up, have enough land that could be given for the purpose.

For each category of Project please indicate in a separate note detailed time schedule, agencies that would be responsible for various activities, that would comprise project implementation (taking date of sanction of assistance by the Ministry as the starting point), grouping the activities under the following major heads :-

(v) Construction of buildings

It has been stated above that the agency for the construction work would be identified by the State Government after floating the tender and after deciding the best bidder to whom the work could be assigned. In this process the rates quoted and the quality assured would play major role. The promptness in availability of fund from the Centre is also the factor in completion of the work in due time. In the process of selection of agency and also in monitoring the day-to-day working of the agency the Engineering Cell of the

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Education Department is very much watchful. The experience shows that the construction work could be completed within two years from the date of receipt of first instalment of fund from the MHRD provided that the second instalment is available promptly.

(vi) Supply of equipments

The supply of equipment is made by the supplier/s identified after fulfilling a thorough process as per rules and regulations designed by the Ministry of Finance of the State. The supply orders given to suppliers have very clear and specific terms and conditions relating to supply of quality goods and relating to observance of the time frame given. Therefore, there would be no problems in getting the goods from the suppliers within the stipulated time frame. However, the process of purchase of goods and equipment could be started only after getting the funds from the MHRD. It would be better if the fund for purchase of equipment is released in one instalment; because, then, the supply order for the whole materials may be given at a time. The purchase of equipment could be completed within a year after getting fund from the MHRD

(vii) Posting and induction training of academic staff, and

The recruitment and posting of academic staff depends upon the sanction of the project and release of funds. The process could be started only after the first instalment of fund is made available to the State Government. It has earlier been mentioned that all teaching posts are Gazetted and, therefore, the recruitment is made by the education Department on recommendations of the State Public service Commission. This process is a bit time-consuming. But the State Government will leave no stone unturned in hastening the process of recruitment.

The problem of induction of the recruited faculty members could be handled very effectively by the State Government; because there are two very efficient institutions that train persons in various trades including education. The Institute of Advanced Studies in Education (IASSE), Agartala and the State Institute of Public Administration and Rural Development (SIPARD), Agartala are properly equipped for induction of recruited faculty members for DIETs.

(viii) Commencement of in-service programmes for teachers and training programmes for AE/NFE personnel.

The in-service programmes for teachers of primary schools are already being executed by the existing DIETs of the State. But considering the number of primary teachers, the existing DIETs are not able to cope with the magnitude of teachers who need in-service training. The proposed DIETs would simply join in the ongoing programme of in-service training programme in the State. These programmes are conducted under various Central and the state schemes. The proposed DIETs would commence such programmes immediately after they become functional.

Relating to training programmes for personnel of Adult Education and Non Formal Education Agencies it may be pointed out that after introduction of the Sarva Shiksha Abhiyan, these agencies have lost their distinctive significance; and the training programmes for their personnel, conceptualised during the mid eighties, hardly stand a solid ground today in the beginning of the twenty-first century. In spite of all these developments, the DIETs would contribute to the fullest extent in any future programmes in this direction. As a diversion, it may be mentioned that the State Council of educational Research and Training, Tripura is very much in the process of training programmes envisaged in the SSA programme and DIETs and the IASE are the active partners in it.

ESTIMATED BUDGET FOR CONSTRUCTION OF BUILDINGS

Sl No	Sl No	Sl No	Items	No.	Carpet area sq.mtr	Cost Rs. Lacs	
					Per Unit	Total	
1	Institute Building:						
	1		Classrooms	5	183	915	54.90
	2		Seminar room	1	122	122	7.32
	3		Special rooms			00	00
		(i)	<i>Science Methods Labs.</i>			00	00
			(d) For Physical Science including store	1	214	214	12.84
			(e) For Life Science including store	1	214	214	12.84
			(f) Cabin for one Faculty member I/C	1	31	31	1.86
		(ii)	Computer Lab. And cabin for Faculty member I/C	1	153	153	9.18
		(iii)	Resource Room for education of Handicapped (including space for Faculty member I/C)	1	92	92	5.52
		(iv)	Educational Technology - Display-cum-store	1	92	92	5.52
		(v)	<i>Rooms for Art Education</i>			00	00
			(c) For Visual Arts and Crafts (including space for I/C and store)	1	122	122	7.32
			(d) For performing Arts (including store)	1	92	92	5.52
		(vi)	Shed-cum store for WE Activities	1	183	183	10.98
		(vii)	Store Room-cum Cabin for Lecturer in Physical Education	1	92	92	5.52
	4		<i>Staff Rooms</i>			00	00
		(i)	Principal's Room (with PA's Cabin)	1	92	92	5.52
		(ii)	Room for Vice-Principal / Senior Lecturer I/C DRU	1	48	48	2.88
		(iii)	Cabins for Academic staff - each for 2 staff	9	38	342	20.52

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	(iv)	Hall for Administrative Staff	1	244	244	14.64
5		Library (including Reading area and Librarian's Cabin)	1	458	458	27.48
6		Miscellaneous:			00	00
	(i)	General Store	1	92	92	5.52
	(ii)	Toilets	2	70	140	8.40
	(iii)	Girls' Common Room	1	122	122	7.32
	(iv)	Auditorium with Projection room and Green Room	1	686	686	41.16
	(v)	Canteen	1	153	153	9.18
	(vi)	Conference Hall	1	235	235	14.10
Total 1 - 6 (Carpet area)					4934	296.04
Add 30 % for circulation areas (verandahs, corridors, stair-cases and other spaces) and wall thickness, etc					1480	88.80
Total Built-up area					6414	384.84 say 385.00
II. Hostel						
1		Double seated rooms	50	37	1850	111.00
2		Toilets	2	122	244	14.64
3		Dining Hall, Kitchen & Store	1	305	305	18.30
4		Common Room	1	152	152	9.12
5		Hostel Office-cum-Dispensary	1	46	46	2.76
6		Hostel Store	1	61	61	3.66
Total Carpet area					2658	159.48
Add 30 % for circulation areas (verandahs, corridors, stair-cases and other spaces) and wall thickness, etc					797	47.82
Total Built-up area					3455	207.30 say 207.00
III. Staff Quarters						
1		Principal	1	370	370	22.20
2		For Faculty members	14	305	4270	256.20
3		For Office staff	08	213	1704	102.24
4		For Group D staff	10	122	1220	73.20
Total Built-up area					7564	453.84 say 454.00
TOTAL CONSTRUCTION COST						
1	Institute Building					385.00
2	Hostel					207.00
3	Staff Quarters					454.00
Grand Total					1046.00	

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Annexure B

STAFF POSITION AND INVOLVEMENT OF FUND
(For One DIEP)

Sl. No	Name of Post	No. of Posts	Scale of Pay	Salary in Rupees	
				Monthly	Annual
1	2	3	4	5	6
1	Principal	1	10650 - 15850	15497	185964
2	Senior Lecturer	3	10000 - 15100	14600	52560
3	Lecturer	18	7450 - 13000	11081	23934
4	PA	1	4200 - 8650	6416	76992
5	Instructor	3	3300 - 7100	5084	183024
6	Librarian	1	5500 - 10700	8390	100680
7	Library Assistant	1	3200 - 8650	6416	76992
8	Sorter	2	2750 - 4925	4295	10308
9	O. S.	1	6500 - 12300	9820	117840
10	Head Clerk	1	5000 - 10300	7650	9180
11	Accountant	1	5000 - 10300	7650	9180
12	U. D. C.	4	4200 - 8650	6416	307968
13	L. D. C.	6	3300 - 7100	5084	366048
14	Laboratory Assistant	4	3200 - 8030	4936	236928
15	Driver	2	4000 - 7890	6120	146880
16	Group "D" / Night Guard	20	2600 - 545	4089	979200
17	Cook	4	2600 - 545	4089	195840
18	Helper to Cook	4	2600 - 545	4089	195840
19	Gardener	2	2600 - 545	4089	97920

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20	Sweeper	4	2600 - 3545	4089	195840
					6669730 say 66.70 lacs
				Add 10%	6.67 lacs
				Total	73.37 Lacs say 73.00 lacs

Salary Component for Two DIETs = 73.00 x 2 = Rs. 146.00 Lacs

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Annexure C

Budget Estimate of Physical Science Laboratory for DIETs

Sl.no.	Item	Quantity	Rate (Rs)	Amount(Rs.)
1	2	3	4	5
1.	Sprit Lamp	24	333	8000/-
2.	Bunsen Burner	24	500	12,000/-
3.	250ml Round bottom flask	10	91	910/-
4.	250ml Flat bottom flask	20	117	2340/-
5.	2000ml Flat bottom flask	2	649	1298/-
6.	Volumetric flask	2	253	506/-
7.	Glass tube	100	10	1000/-
8.	Cork	200	1	200/-
9.	Glass cutter	10	30	300/-
10.	Asbestos board	30	30	900/-
11.	Triangular file	10	40	400/-
12.	Cork borer	10	40	400/-
13.	Rounded file	10	40	400/-
14.	95mm(Ht) Funnel	30	154	4620/-
15.	1000ml beaker with spout	2	220	440/-
16.	500ml beaker without spout	30	120	3600/-
17.	250ml beaker without spout	30	80	2400/-
18.	150ml -do-	10	90	900/-
19.	50ml -do-	10	90	900/-
20.	Burette Clamp	24		5000/-
21.	500ml conical flask	30	235	7050/-
22.	250ml -do-	30	202	6060/-
23.	50ml Burette	50	315	15750/-
24.	25ml Pipette	30	140	4200
25.	10ml -do-	10	60	600/-
26.	170ml evaporating dish	30	100	3000/-
27.	Glass rod	100	10	1000/-
28.	Wash bottle 250ml	30	23	690/-
29.	Rubber tube	10 meters	20	200/-
30.	Test tube with rim 25x100	100	9	900/-
31.	-do- with rim	100	10	1000/-
32.	Test tube holder	30	30	900/-
33.	Tongh's crucible	30	40	1200/-
34.	Spatula	30	40	1200/-
35.	Kipp's apparatus(glass)	2	2200	4400/-
36.	Wolf's bottle	2	235	470
37.	Gas jar with lid	30	70	2100/-
38.	Thessel funnel	2	50	100/-
39.	Wire gauge asbestos centre	30	15	450/-
40.	1000ml measuring cylinder	2	1101	2202
41.	500ml -do-	2	875	1750/-

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1	2	3	4	5
42.	250ml -do-	2	640	1280/-
43.	100ml -do-	2	411	822/-
44.	50ml -do-	2	374	748/-
45.	25ml -do-	2	324	648/-
46.	10ml -do-	2	279	558/-
47.	100ml Bottle	10	188	1880/-
48.	250ml -do-	70	200	1400/-
49.	500ml -do-	5	223	1115/-
50.	2lts -do-	5	564	2820/-
51.	10 lts. -do-	2	3850	7700/-
52.	Desiccators 300DN	1	6710/-	6710/-
53.	Chemical balance	2	7000/-	14,000/-
54.	Mortar & Pestle	10	80	800/-
55.	Test tube stand	30	50	1500/-
56.	Brush	30	10	300/-
57.	250ml bottle amber	10	294	2940/-
58.	Slide Calipers	30	150	4500/-
59.	Screw gauge	30	150	4500/-
60.	Meter scale	30	50	1500/-
61.	Bar magnet 2 inches	30	45	1350/-
62.	Magnetic needle	30	10	300/-
63.	Drawing Board (24x18x1) cub.inches	30	350	10,500/-
64.	Newton colour ring(disc)	1	175	175/-
65.	Resonance air calm	1	845	845/-
66.	Tuning Fork(set of 8)	30	250	7500/-
67.	Plain Mirror	30	35	1050/-
68.	Glan Slab	30	90	2700/-
69.	Hair pin	10	18 Doz	180
70.	Optical Bench (all metal)	1	1540	1540/-
71.	Prism(38mmx38mm)	30	45	1340/-
72.	P.O. Box	2	1500	3000/-
73.	Rheostat	2	525	1050/-
74.	Resistance Box 100 ohm	3	470	1410/-
75.	Plug Key-4 way	3	175	525/-
76.	-do 1 way	3	45	135/-
77.	Galvanometer 30.0.30	2	275	550/-
78.	Ammeter 1.5 Amp	4	250	1000/-
79.	Voltmeter 5v	4	250	1000/-
80.	Maxim & Minim Thermometer	2	375	750/-
81.	Thermometer	2	125	250/-
82.	Barometer with 2508l mercury	1	2200	2200/-
83.	Telescope with Mounting accessories	1	3725	3725
84.	Physical Balance	2	2200	4400/-
85.	Weight box	2	700	1400/-
86.	Stop Clock	3	625	1875/-

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87.	2.5 lts. Conc. Sulphuric acid	1x2	295	590/-
1	2	3	4	5
88.	2.5 lts. Conc. Hydrochloric acid	5x500ml	275/-	550/-
89.	2.5 lts. Nitric acid	1x2	310	620/-
90.	500ml Acetic acid(glacial)	2x500ml	125	250/-
91.	Ammonium acetate	2x500gms	140	280/-
92.	Ammonium chloride	2x500gms	160	320
93.	Ammonium oxalate	2x500gms	170	340
94.	Ammonium sulphate	2x500gms	125	250/-
95.	Barium Chloride	2x500gms	175	350/-
96.	Cadmium chloride	2x100gms	260	520/-
97.	Cobalt nitrate	2x100gms	340	680/-
98.	Lead acetate	2x500gms	200	400/-
99.	Lead nitrate	2x500gms	140	280/-
100.	Mercuric chloride	2x250gms	325	650/-
101.	Potassium chromate	2x500gms	270	540/-
102.	Potassium di-chromate	3x500gms	235	705/-
103.	Potassium ferricyanide	2x500gms	620	1240/-
104.	Potassium ferrocyanide	2x500gms	333	666/-
105.	Silver nitrate	2x25gms	505	1010/-
106.	Sodium acetate	2x500gms	168	336
107.	Di-sodium hydrogen phosphate	2x500gms	185	370/-
108.	Potassium iodide	2x250gms	690	1380/-
109.	Aluminium chloride	2x500gms	142	284/-
110.	Aluminium nitrate	2x500gms	115	230
111.	Aluminium sulphate	2x500gms	90	180
112.	Calcium carbonate	2x500gms	85	170/-
113.	Calcium chloride	2x500gms	110	220
114.	Calcium sulphate	2x500gms	165	330
115.	Cupric chloride	2x500gms	275	550
116.	Cupric nitrate	2x500gms	240	480
117.	Cupric sulphate	2x500gms	145	290/-
118.	Iron(III) Chloride	2x500gms	110	220/-
119.	Iron(III) sulphate	2x500gms	72	144/-
120.	Iron(II) sulphate	2x500gms	72	144/-
121.	Lead nitrate	2x500gms	140	280
122.	Magnesium carbonate	2x500gms	300	600/-
123.	Magnesium sulphate	2x500	90	180
124.	Zinc chloride	2x500gms	160	320/-
125.	Zinc nitrate	2x500gms	105	350/-
126.	Zinc sulphate	2x500gms	105	210/-
127.	Boric acid	2x500gms	140	280/-
128.	Lead oxide	2x500gms	126	252/-
127.	Lead acetate tri hydrate	2x500gms	175	350/-
128.	Sodium acetate	2x500gms	93	186/-
129.	Sodium bi-carbonate	2x500gms	90	180/-

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1	2	3	4	5
130	Sodium carbonate	2x500gms	88	176/-
131	Sodium nitrate	2x500gms	98	196/-
132.	Sodium nitrite	2x500gms	110	220/-
133.	Sodium nitro prusside	2x100gms	215	430/-
134.	Starch	2x500gms	360	720/-
135.	Tartaric acid	2x500gms	695	1390/-
136.	Tin(metal) granulated	2x100gms	225	450/-
137.	Urea	2x500gms	120	240/-
138.	Zinc Powder	2x500gms	235	470/-
139.	Ammonia	2x2.5lts	265	530/-
140.	Sodium hydroxide (flakes)	2x1kg	116	232/-
141.	Sodium hydroxide (Pellets)	2x500gms	100	200/-
142.	Potassium hydroxide (flakes)	2x500gms	122	244/-
143.	Potassium hydroxide (Pellets)	2x500gms	175	350/-
144.	Barium hydroxide	2x500gms	110	220/-
145.	Calcium hydroxide	2x500gms	360	720/-
146.	Phenolphthalein	2x50gms	90	180/-
147.	Methyl orange	2x25gms	72	144/-
148.	Filter paper, 70mm, fast, Qualitative	20 Pack	250	250/-
149.	Filter paper, 70mm, quantitative	10 Pack	485	485/-
150.	pH indicator paper(1.0-14.0)	2x10bks Pc	125	250/-
151.	Litmus paper Blue	10 bks cp	95	95/-
152.	Litmus paper Red	10 bks cp	95	95/-
153.	Potassium per manganet	2x500gms	190	380/-
154.	Ferrous sulphide	2x500gms	130	260/-
155.	Distill Water Plant			10,000/-
156.	Models& Charts			10,000/-
157.	Lab furniture (tables, chairs, 6 practical tables, basins, water connection, gas connection, exhaust fans, godrej almirah, 2reagent almirah etc.)			1,50,000
			TOTAL	Rs.4,05,891/-

List of Laboratory
Equipments , Glass goods , Reagents & Furnitures
(Approximate Prices)

H. S/No	Item	Quantity	Price (Rs)
A	EQUIPMENTS		
1	Autoclave	1	15,000/-
2	Microtome	1	25,000/-
3	General Incubator	1	10,000/-
4	Manometer	1	500/-
5	Weighing Machine (100Kg)	1	1,000/-
6	Chemical Balance	1	7,000/-
7	Centrifuge	1	20,000/-
8	Hot Plate	1	10,000/-
9	Simple Microscope	24	24,000/-
10	Compound Microscope(OlympusGHS)	24	1,92,000/-
11	Bunsen Burner	24	12,000/-
12	Spirit Lamp	24	8,000/-
13	Burette Clamp	24	5,000/-
14	Test tube holder	24	2,500/-
15	Biology Dissection Box	24	12,000/-
16	Dissecting tray with wax	24	17,000/-
17a	a) Aquarium (18x12x8 inches) with air pump, sand, gravel, plants & fishes	1	4,000/-
17b	Ganongs Potometer	1	10,000/-
17c	Arc Indicator	1	5,000/-
			<u>Rs3,80,000/-</u>
B.	GLASS GOODS		
18	Beaker 100ml	30	72x30= 2160/-
19	Do 250ml	30	50x30= 1500/-
20	Do 500ml	30	80x30= 2400/-
21	Do 1000ml	10	1840/-
22	Reagent bottles with caps 100ml	10	

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			3700/-
23	Do 250ml	10	4000/-
24	Do 500ml	10	4700/-
25	Reagent bottles with PP screw cap 100ml	10	2000/-
26	Do 250ml	10	2000/-
27	Plastic wash bottle 250ml	30	25x30= 750/-
28	Do 500ml	30	26x30= 780/-
29	Burette with stopcock 25ml	12	2180x12= 26,180/-
30	Measuring cylinder 500ml	10	5500/-
31	Do 1000ml	2	2x900 = 1800/-
32	Desiccators with lid 187mm	1	3,795/-
33	Evaporating dish 170ml	30	3000/-
34	Graduate Conical Flask 100ml	30	30x155= 4650/-
35	Do 250ml	30	30x220= 6600/-
36	Do 500ml	30	30x105= 3150/-
37	Round Bottom Flask 250ml	30	30x120= 3600/-
38	Do 1000ml	10	10x210= 2100/-
39	Volumetric Flask 100ml	30	370x30= 1110/-
40	Funnel 95mm	30	155x30= 4650/-
41	Do 100mm	30	30x50= 1500/-
42	Bell jar 250x185mm	1	5,550/-
43	Museum jar	30	2000x30= 60,000/-
44	Pipette 10ml	24	60x24= 1440
45	Do 25ml	24	140x24= 3360/-
46	Culture tube with screw cap 15ml	50	50x24= 1200/-
47	Volumetric Pipette 10ml	24	202x24=

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			1248
48	Centrifuge tube 15ml	24	24x70= 1680/-
49	Test tube with rim 25x100mm	100	100x9= 900/-
50	Do without rim	100	100x10= 1000/-
51	Thermometer 10-360deg C	3	310x3= 930/-
			Rs1,69,643/-
C. REAGENTS			
52	Acetic Acid 2.5lit	1bottle	480/-
53	Ammonia solution 500ml	do	85/-
54	Benedict Qualitative Reagent 500ml	4 bottle	100x4= 400/-
55	Boric Acid Crystal 500gm	1pkt	140/-
56	Do Powder 1Kg	1pkt	240/-
57	Activated Charcoal 250gm	1pkt	450/-
58	Chloroform 1 lit	4 bottle	370x4= 1480/-
59	Citric Acid 500gm	1pkt	185/-
60	DPX mounting material 250ml	2gb	200x2= 400/-
61	Eosine 25gm	4gb	150x4= 600/-
62	Fehling Soln-A 500ml	1 pb	160/-
63	Fehling Soln -B 500ml	1 pb	285/-
64	Formaldehyde Soln 500ml	4 pb	600/-
65	Gelatine Purified 500gm	1 pb	340/-
66	Glycerol 98% purified 500ml	5 gb	1000/-
68	Hydrochloric Acid GPR 2.5 lit	1 pjc	385/-